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ABSTRACT

Described here is the Accreditation and Equivalency Programme (AEP), begun in the Philippines in 1976. Early chapters emphasize that the program was instituted to establish citizens' eligibility to receive academic credit for out-of-school learning and experiences, to encourage dropouts to return to school, and to determine eligibility for employment or job promotion. Chapter 4 describes the development of the Philippine Educational Placement Test, designed to assess and give credit for general knowledge and work experience. Sample items and tests are included. Chapter 5 describes the results of the test, including number of examiners participating, distribution of examinees by age group, performance of examinees, grade year placement of examinees, and reasons for examinees dropping out of school. Chapter 6 briefly describes feedback about the program from examinees and citizens. Chapter 7 contains highlights of findings and their implications, including the need to further expand the AEP and to strengthen the hold of the formal schooling system. In chapter 8, objectives reached by the AEP are discussed, including extent of benefits of the program, effects on the clientele, and effects of the project on other sectors. A final chapter on future plans discusses in detail a proposed evaluation study of the program. (JM)

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53

Evaluation and accreditation of non-formal education in the Philippines

Mona Dumlao Valisno

EA 015 754

Unesco: International Institute for Educational Planning

IIEP Occasional Papers No. 53

EVALUATION AND ACCREDITATION OF NON-FORMAL EDUCATION IN THE PHILIPPINES

Mona Dumlao Valisno

This monograph is a contribution to the IIEP research project on "The determination of learning needs in rural areas" directed by Ravindra Dave

Unesco : International Institute for Educational Planning

IIEP Occasional Papers

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I. INTRODUCTION

Several promising projects of national development have, of late, been launched in the Philippines, in different fields. The resultant growth, however, did not, and is not, taking place in a vacuum. It has demanded, and is demanding, much effort and experimentation. And, before material things actually manifested some sort of change, the government saw to it that a qualitative change in the nation's capacity for development was first existent. It has laid down the conditions for sustained development through its political, social and educational reforms that have contributed to conducive economic growth.

When one talks of qualitative change in development, one cannot be far from referring to a nation's human resources - their values, rights and efficiency. After all, the underlying purpose of development planning is, or should be, to guide the process of transformation in such a way that efficient use is made of all human resources so that the largest possible number of families obtain an improvement of their level of living.

Central to the development of human resources, one cannot help but look into the role that education has to play. During the years of reformation the educational system did not fold its arms or close its eyes to the challenges of the time. Instead, it started out with a survey of the conditions of its system to gather some baseline information. And, as expected, it came out with the finding that like other developing countries, the Philippines suffers from the same ills that plagued others.

Scattered in an archipelago of over 7,100 islands, about 70 per cent of its inhabitants, which also comprise the bulk of the country's poor, reside in remote rural communities that are usually unreachable by road. As such, the educational condition is no different from the poorer countries of Asia where some 80 million children between the ages of 6 and 11 were out of school in 1975, and where almost half the primary school-age children are not getting a minimum basic education. In the rural areas only some 10 per cent of children receive the minimum four years' primary education required to achieve and retain basic literacy (UNICEF, 1977). The latest statistics (1978) in the Philippines on the number of out-of-school youth revealed that there are about five million Filipinos of school age who are out of school for various reasons, mostly economic. As can be gleaned from the table that follows, although the five-year projection reflects a

decreasing trend, it appears that the decrease is negligible and could possibly revert to an increase if nothing is done for the present.

OUT-OF-SCHOOL YOUTH 1978 - 82 to 1987 (1)

(in thousands)

	1978	1979	1980	1981	1982	1987
7 - 14 yrs. old	1 181	1 178	1 152	1 150	1 148	1 228
15 - 24 yrs. old	3 407	3 428	3 425	3 338	3 260	2 812
Total OSY	4 588	4 606	4 577	4 488	4 408	4 040

Drop-out rate in the Philippines has likewise been found to be one of the highest in the world. In a study conducted by the Presidential Commission to Survey Philippine Education (PCSPE) in 1970, it was found that for every 100 children who enrol in Grade I, 56 survived to Grade VI, five years later (elementary) 23 reached the last year of high school (secondary), and only twelve (12) completed a college degree. Most of these drop-outs were also found to come from poor families from rural areas.

These problems on access to education and illiteracy were also found to be compounded by a shortage of well-trained teachers and teaching materials as well as irrelevant curricula which abets the tendency of children to drop out from school. This frequent and sometimes unquestioning imitation of Western fashion has created a system which is not only irrelevant to the population in general, but a distinct drain on the society's scarce resources, human and non-human. While the number of universities has increased, and the number of doctorates and masters degrees conferred grows larger, the gap between the highly literate and the illiterates has widened.

In the field of health and nutrition, the Philippines is definitely not free from problems. Expanding at a population growth rate of 2.8 per cent annually, half of all children born are dead before they reach the age of six. Of those that survive, only 22 per cent are considered nutritionally normal and over three-fourths of all children below six are mal-nourished (2).

While it is true that our leaders are not unaware of these problems, we still find that our programmes lag far behind in relation to our needs.

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(1) *Based on medium population assumption. Source: Economic Planning and Research Staff, National Economic Development Authority (EPRS, NEDA), interpreted by NETC-MEC.*

(2) *As of 30 July 1976, OPT, Nutrition Centre.*

And however effective these programmes are, it remains a fact that the situation cannot be reversed only by the work of a year or a decade, but through untiring efforts and increased application of resources on a long-term basis. Clearly, more effective action is called for.

To uplift the economic, as well as social condition of Asia, His Excellency President Ferdinand E. Marcos (1977) states, *"The developing countries are seeking increasingly to complement economic goals and strategies with specific anti-poverty measures. Urgent attention is addressed not just to the industrialization of our economics, but to the necessary distribution of incomes, the improvement of living standards, the creation of a more equitable social structure, the promotion of employment and social opportunities, the ratification of our land problems and the mobilization of women for development".*

The Philippines, in order to meet these challenges, is on its march to making social justice an operational reality in its national life. To realize this, the Philippine government instituted new measures such as land reform and labour reform, as well as new social development services.

The government, aware that the majority of its people are poor and are in the rural areas, has directed major efforts to enhance rural development, and has taken up the problem of raising the level of self-sufficiency and the production potential of the masses of the people in the rural areas as an integral part of the strategy for development. Rural banks and land banks were established in these areas to provide loans to farmers and the needy. Government subsidies on food production, health and social services were extended and priority was given to them in infrastructure projects like the construction of roads, bridges, dams, irrigation systems, etc. The First Lady of the Republic of the Philippines and Minister of Human Settlements, Mrs. Imelda R. Marcos (1979) has also been doing her share by initiating the Bagong Lipunan sites and services programme, a nationwide movement *"that seeks to build self-initiated and sustaining communities which will inspire self-reliance and pride in our people".*

This shift from the urban-biased to the rural interest trend of development programmes and projects does incorporate the education sector. If education is to be viewed as a potent instrument in alleviating the lot of the many in the rural country-side; if it is to result in *"outcomes"* that will fulfill developmental, as well as basic learning needs; and if

it is to help mitigate or eradicate poverty, disease and general backwardness, it ought to respond to the call of the times and become relevant *"to the needs of the rural areas"*.

In response to this call, education, aside from its efforts on curriculum revisions, started working very closely with the agricultural, health and manpower sectors in the big task of making education a real tool for national development.

With the issuance of the Educational Development Decree of 1972 (Presidential Decree No. 6-A), the seventies constituted a period of redirection, adjustment and innovation for the field of education. Presidential Decree 6-A defines the objectives of the educational system in the context of national development goals and provides guidelines for the formulation of the Ten-Year Educational Programme (1973 - 1982) and the implementation of educational development projects. In this connection, curricular programmes were redirected to reflect economic and social reforms. Innovations in instructional methods were developed and adopted. Organizational changes, which included the establishment of regional offices, were undertaken to strengthen the planning, implementation and evaluation of educational activities. The National College Entrance Examination (NCEE) which qualifies high school graduates to enrol in college degree courses started in school year 1974. Scholarship grants for tertiary education have also expanded, together with the implementation of the Study-Now-Pay-Later Plan and community college programmes in order to broaden opportunities for college education to poor and deserving students, especially those in rural areas.

Education, in the context of its Ten-Year Development Plan is not confined within a time-bound and place-bound traditional type of formal education but embraces all learning processes and activities. Formal, non-formal and informal systems of learning, all have specific roles while maintaining close cooperative linkages. On a regional basis, educational policies and strategies vary according to regional demands as dictated by the specific region's economic and social conditions. The educational system has become more flexible and responsive to changes and of late it has been designed to enable every Filipino to be more fully integrated at any stage into the nation's economic and social life.

This stand that education has to take is anchored on the theory of

"Lifelong education". Cognizant of the fact that there is a good number of students who have dropped out of school, but whose acquisition of learning did not cease, the education sector saw the possibility of recognizing this learning so that integration of these students at any stage in the educational, economic or social life is made possible.

Dropping out of school or not having gone to school, for that matter, does not necessarily mean that education has stopped or that education has not taken place. For as Ravindra H. Dave says, *"today, we realize that deliberate and conscious learning is not only confined in the school or during the school years because until this time there is no evidence that these are the only or even the best years in which to learn"*. *"As a matter of fact"*, he says, *"informal lifelong learning is already the norm in many societies"*. (Dave, 1978)

Lifelong education, as expounded by Dave, *"is a comprehensive concept which includes formal, non-formal and informal learning extended throughout the life-span of an individual to attain the fullest possible development in personal, social and professional life. It seeks to view education in its totality and includes learning that occurs in the home, school, community and workplace, and through mass media and other situations and structures for acquiring and enhancing enlightenment. In this context, the concept of life-long education provides a new perspective to all educational goals, activities, and structures, emphasizing the all-round development of the individual over the whole life-span"*. (Dave 1975)

In the context of Philippine educational efforts, the concept has been made operational in various forms. As early as 1972, the then Secretary of Education and Culture, Hon. Juan L. Manuel, had started to diffuse the idea of giving increasing recognition to non-formal education primarily as a means of encouraging learning for out-of-school youth and adults who could not avail themselves of the benefit of formal schooling due to financial reasons. He believes in education as the essential factor for achieving the social goal of equality for it is through education that an underprivileged individual is given the opportunity for vertical movement in our society. His Excellency, President Ferdinand E. Marcos sounded the same idea in his call for the institution of a coordinated effort at manpower development, specifically that of in-school youth and the greater number of out-of-school youth and the community, considering their roles

in continuing education.

These ideas were made more workable with the institution of Presidential Decree No. 1139, creating the position of Under-secretary of Education and Culture for Non-Formal Education on 13 May, 1977. This Office has the overall responsibility of implementing non-formal education programmes as part of the nationwide campaign to upgrade manpower skills for industry, improve the literacy of the large masses of the people, and reorient them towards the new values posed by development. For, as the Deputy Minister for Non-Formal Education puts it, "*because Asia's societies are grappling with multifarious problems, the solutions to which may no longer be formulated in terms of developing new educational structures within the formal system, the issue of education taking new innovative forms must perforce be effected*". These innovative forms, she further states, "*refer to the non-formal and/or informal systems of developing self-reliance and creativity, independence and inter-dependence, self-discipline and commitment to one's role as a participative and concerned citizen*". (Bernardino, 1978)

Evidently, the principles of "*lifelong education*" have been working for some years now in the Philippine educational system. However, during all these years, there was a felt need for a scheme that would *recognize* learning acquired non-formally or informally so that integration of non-formal or informal learning into the formal system would be made more realistic and meaningful. The urgency of meeting this need was compounded by the problem of retrieving back to school the large number of out-of-school youth as described earlier.

Realizing that recognizing learning acquired outside the school can be a functional solution to the retrieval problem, a scheme was conceived as early as 1975 by Mona D. Valisno, of the National Educational Testing Centre (NETC). The scheme was called the Accreditation and Equivalency Scheme.

II. THE PROBLEM

In presenting the rationale of the Accreditation and Equivalency Scheme, which later became a programme (AEP), Valisno (1976) illucidated on the underlying problems or concerns that brought about the conception of the programme. These concerns are spelled out in the following statements: 1) There is a growing number of out-of-school youth; 2) This out-of-school youth is acquiring some training and learning that is fulfilling some of its

learning needs; 3) The present formal educational system does not credit or recognize learning acquired informally and/or non-formally; 4) Re-entry into the formal system of education after some years of absence is accompanied by several constraints and problems.

Obviously, these concerns demand for a mechanism that could somehow check on them. And a very legitimate means would be a recognition of the learning acquired during their absence from school so that they can rejoin the formal system at the appropriate point and not where they left it. This proposed scheme was further justified by Valisno (1976) when she stated that it would work on the following assumptions:

"... that learning is a lifelong process, and as such, is not limited to what actually occurs within the school premises nor what is imbibed from the printed word. Every experience of the person gathered from whatever source and/or whatever manner adds up to this total learning. In this context, the formal, non-formal, and informal types of education may be considered as equally reinforcing on the person".

"... that work experience could somehow reflect what a person may be capable of achieving. It might be a valid additional criterion for the actual learning that a person has acquired formally".

Evidently, the scheme advocates that we do away with the tendency to overvalue learning that is definite, easy and near at hand and which is usually acquired from schools, for instance English grammar; and undervalue what is difficult, less tangible, and more remote and which is usually gathered from life experiences outside the school, such as understanding the larger problems of transportation or the reasons for having a fence. We cannot for a moment deny that English grammar is worth learning, but if education is to cease at 16 or 20, there are probably other things that are even more important to learn.

Anchored on the above-mentioned assumptions and backed up by the government's support, no less than President Marcos announced *"that there will be accreditation for out-of-school work, that we will have examinations, that after such examinations we will credit the drop-outs for such capabilities and skills they have learned".* Thus, the AEP was instituted and now works with the belief that absence from the formal school system for a number of years accompanied by increase in age and physical size should never be a hindrance from continuing education, especially through the

formal system when a school-leaver so desires.

As an initial step towards the realization of the programme, the Director of the National Educational Testing Centre (NETC) of the Ministry of Education and Culture (MEC) presented a position paper to the authorities of the Ministry in 1975, entitled *"The Philippine Educational Placement Programme"*. It introduced the scheme and included among others the rationale and the proposed activities of the programme. The members of the group were all agreed that a placement test is imperative because long-term drop-outs would not like to return to the former grade when they dropped out for reason of *"not belonging"* and that average and gifted learners think that the curriculum is juvenile for them. They were also unanimous in the decision that work experience would be given parallel equivalence and accredited as learning in its own right. After a careful deliberation, the group arrived at the most important decision that the Accreditation and Equivalency Programme be launched and a Philippine Educational Placement Test be developed.

III. DESCRIPTION OF THE ACCREDITATION AND EQUIVALENCY PROGRAMME (AEP)

The AEP is the first of its kind in Asia. Although some educators may have thought of this before, the spadework was actually started by the National Educational Testing Centre (NETC) of the then Department of Education and Culture (now Ministry) in the early part of 1975. Most importantly, this programme was conceived to give credit to knowledge and skills gained from informal or non-formal learning through the use of an academic assessment instrument, the result of which will determine the grade/year level, and if the examinee can proceed in the formal school system. The result of the assessment can also be used for job training. The programme, therefore, is concerned especially with a sizeable proportion of school-age citizens who dropped out of school before attaining an educational level that will enable them to live a more satisfying and fruitful life.

Clearly, it is implied that the programme is a way of not only identifying and/or recognizing, but also fulfilling the learning needs of its beneficiaries. This it does by letting them know, through tests, how much they have grown and learned and then eventually leading them to the fulfillment of other learning needs. *"Learning needs of individuals or groups refer to the perceived discrepancy between the existing and the expected knowledge, attitudes and skills in the context of an intended development.*

These are characterized by learning at different levels in cognitive, affective and psychomotor domains under formal, informal or non-formal conditions. The kind of development goals in view may either be concrete, visible and yielding immediate returns, or be less visible, diffused and having long-range effects. The intended development may belong to a single sector such as agriculture or may be a multi-sectoral one cutting across several areas as nutrition, health, and non-farm occupations. Moreover, such goals or needs may change from time to time or could generate further needs and development possibilities. In all such cases, learning needs indicate those elements of human competencies that are considered necessary for a certain development goal but are absent in a concerned individual or group". (Dave, 1978)

In the case of the drop-outs, their learning needs could be those needs that were not met by the formal school system but have found some fulfillment through informal or non-formal schooling, on the job training or maybe through parent or family teaching or influences.

In order to bring these ideas and concepts to a workable level, the AEP therefore was set to attain the following long-range objectives:

(1) to retrieve out-of-school youth and place them in the formal school system, if they so desire;

(2) to accredit and validate knowledge and skills in academic areas gained through formal, non-formal and informal ways;

(3) to accredit and validate work experience for purposes of job promotion, entry to job training, employment and self-fulfillment;

(4) to continue the development and validation of the instrument used to measure skills in the various areas of practical arts as well as in the other occupational fields;

(5) to develop a set of criteria for establishing equivalency and to prepare a table of equivalence, together with instructions for computation.

These objectives were further envisioned to be fulfilled through the use of the Philippine Education Placement Tests which were developed as early as 1975.

IV. DEVELOPMENT OF THE PHILIPPINE EDUCATIONAL PLACEMENT TESTS

The Philippine Educational Placement Tests (PEPT) are the basic

instruments used to assess knowledge and work experience in various areas of endeavour which will be given credit for academic equivalence as a means of recognizing learning acquired outside the school.

The development of the PEPT consisted of the following stages:

First Stage - Needs Assessment Strategy - Establishing Desired Status of Learners

In order to come up with a truly reliable instrument upon which judgements are to be based, it was important that a set of criteria be prescribed. To be able to do this it was decided that "*desired status of learners*" be identified and established. This refers to the kinds of behaviour in terms of skills and knowledge that students were expected to possess at the end of each grade/year* level.

The first concrete step taken towards this endeavour was done in a Workshop in August, 1976, where participants established the desired status of learners by grade/year levels and by subject areas, and identified the specific skills and content areas to be included in the tests.

The participants of this workshop were drawn from various offices and entities of the MEC particularly from the Bureau of Elementary and Secondary Education, University of the Philippines' College of Education, University of the Philippines Science Research Centre and other State Colleges/Universities and Vocational Colleges/ Universities like the Technological University of the Philippines. These participants are specialists in the fields of Work Education, English, Filipino, and Mathematics.

As a jumping off point, the group agreed in principle that the instrument to be developed should be able to:

(1) identify as to what grade/year level the out-of-school learner really belongs;

(2) identify at what grade/year level the out-of-school learner can be allowed to re-enter the formal school system with some assurance of success.

For the assessment instrument to be able to do this, it was necessary that a listing of learning needs in the forms of skills and content expectancies from grade to grade and from year to year

*In the Philippines, a grade refers to a class in the elementary level (Grades I - VI) and year to a class in the secondary level (years I - IV).

be made for each subject area. Inevitably, the group came up with what is now known as the *"learning continuum"* based on the syllabi and learning guides prescribed by the MEC. The *"learning continuum"* contains a listing of expected outcomes or learning objectives and its progressive development from Grade I to VI in the Elementary and First to Fourth Year in High School. Appendix A gives a sample of a learning continuum. Five such learning continuums for the various academic fields of Filipino, English, Mathematics, Science, and Social Studies were developed. However, Work Education was treated differently as it involves a large number of sub-areas under it.

The *"learning continuum"* on the desired status became the basis for the construction of the Tables of Specifications. A total of forty Tables of Specifications were developed for the academic subject areas. Each contains cognitive, as well as non-cognitive objectives, the content or the subject matter to be used, and the number of items to be constructed for each objective.

In turn, the Tables of Specifications were used as a basis for constructing test items. The participants in the workshop, however, came up only with sample items due to time constraints. In all aspects of their work, the participants were guided by consultants from the University of the Philippines and other schools, particularly in identifying objectives and in item construction.

On the whole, the workshop proved beyond doubt that the development of an instrument that could assess learning gained by out-of-school youth and adults outside the formal school system was possible. In fact, it was a giant step towards the concretization of the concept of Accreditation and Equivalency Scheme, for it was during the workshop that the concept took form and substance.

Second Stage - Construction of Test Items

The second workshop on the development of the Accreditation and Equivalency Examinations proceeded with a series of meetings and conferences between the NETC Executive Committee and the heads of the different participating offices such as the three Bureaux (Elementary, Secondary, Higher Education), the Philippine Language Centre, and the National Science Centre.

Communications were sent out to prospective consultants and participants in preparation for the holding of a workshop for the construction of the test battery. Manuals, Courses of Study, Curriculum Guides, and test reference materials necessary for the construction of test items were gathered and prepared.

(a) Development of the Academic Achievement Tests

The 30-day live-in workshop for the construction of test items was held from January to February, 1977. Thirty-five consultants were tapped for this seminar. There were around eighty participants representing twelve different areas or fields of experience including Communication Arts (English), Communication Arts (Filipino), Mathematics, Science, Social Studies, Practical Arts, Home Making Arts, Industrial Arts and Work Education. However, it was later decided that the tests would emphasize and include only Communication Arts (English), Communication Arts (Filipino) and Mathematics. All the other content areas would be integrated into these three areas. Then, the group of participants were further divided into Secondary and Elementary levels.

The elementary group used the Learning Continuum prepared in the first workshop and further refined by the Bureau of Elementary Education as guides in the construction of test items. The secondary group likewise used the Learning Continuum for secondary levels prepared earlier. Then, closely following the Tables of Specifications for each content area, four equivalent forms of examinations for grades III to VI of the elementary levels and for first year to fourth year of the secondary levels in the different subject areas were prepared. This was followed by a small scale try-out in different schools in Region III. This was done to try out the items and to establish time frames. Later, the try-out was conducted in other regions on a national scale. This enabled the test to be tried on a sample that is truly representative of the whole population and a sample that closely resembles the final users of the tests.

The national try-out of the preliminary forms of the tests was conducted to establish the difficulty levels, and the discrim-

ination indices of the items.

Based on the computerized results, the different items were analyzed, revised, and refined after which the first battery of tests was evolved.

A second try-out of the revised and refined test battery was subsequently administered on a national scale. This resulted in the organization of the final forms which were ultimately used to establish the validity and reliability of the tests.

The first set of final forms of the Academic Achievement Test, which was used for the first year of implementation, consists of three booklets; one for Communication Arts (Filipino), one for Communication Arts (English) and one for Mathematics. Generally, these tests are achievement-oriented types of tests and are not really very different from the common Achievement Tests, except maybe in refinement and representativeness of scores, because they were based on learning continuum and prepared by specialists. However, it is important to mention that in the first year of implementation these tests are characterized by some special features not ordinarily true of other achievement tests. Each test consists of items for all grade/year levels, starting from the lowest grade (Grade III) to the highest year level (Year IV). Nevertheless, an examinee does not necessarily have to take the tests for all levels. If a drop-out left school when he was in Grade V he is considered to have completed only Grade IV. Thus, he will be administered the tests starting off with Grade V items, but will be allowed to go on up to the highest grade or year level he can tackle. This feature is true for Communication Arts (English and Filipino) and Elementary Mathematics. As for Secondary Mathematics, an "*omnibus*" type of test, which requires all high school drop-outs (regardless of year level) to take the tests from first year to fourth year, was used. This was resorted to because of the lack of a uniform Mathematics course offering in Philippine high schools. There are schools that offer Geometry in the second year level, while others offer it at the third or fourth year level.

For the second year of implementation, since there was more time given to the development of the tests, all three tests were

prepared and administered as omnibus types of tests. This was thought to be of a better type because it allows for assessment of possible academic retrogression or demotion and stagnation or no progression.

For more detailed description of the administration of the tests and the changes introduced, reference is made to the portion on Description of the Educational Placement Tests.

(b) Development of the Assessment Kit (Peformance Tests)

The initial activities in the development of the performance test were done, together with the academic portion of the PEPT during the workshop held. A preliminary conference among consultants was held at the NETC to plan the activities for the workshop in connection with the preparation of the performance test before the workshop began. The workshop participants were selected to include curriculum writers and instructors in Agricultural Arts, Business Distributive Arts, Fishing Arts, Home Making Arts and Industrial Arts. The selection of these areas was patterned after the 1973 Revised Secondary Education Curriculum in Practical Arts.

The initial step taken by the group was the setting of their performance targets.

The first activity in the development of the instrument was the identification of work experiences engaged in by school leavers. The group came up with 482 work experiences (a sample of which is given in Appendix C). From these work experiences the participants made an inventory of skills by areas in the light of projects that school leavers might have engaged in. Then skills were coded and classified to avoid overlapping. The coded skills include Communication Arts Skills (CA), Numeracy Skills (NS), Science Skills (SC), Social Skills (SS), Work Skills (WS), and Management Skills (MS). In coding these skills, representatives from the academic specializations were invited. There were 55 functional skills found common among the 482 work experiences. These functional skills were sequenced logically. Points were assigned to each skill in accordance with its complexity. The points assigned ranged

from 1 (for the most easy skill to perform) to 5 (for the most difficult to perform). All these steps were done collectively by the participants. After brainstorming on the coding and assigning of points "majority rule decision" was the basis for the codes and points assigned.

A "Master List of Functional Skills" was prepared, which included, among other things, points or weights assigned to different functional skills. Based on this list, they prepared performance tests for the projects listed in accordance with experiences of school leavers. These were as follows:

Work Experience Packages

- Agricultural Arts
- Business Distributive Arts
- Fishery Arts
- Home-Making Arts
- Industrial Arts

Performance Tests

- Agricultural Arts
- Business and Distributive Arts
- Fishery Arts
- Home-Making Arts
- Industrial Arts

The performance tests were tried out on a small scale in three schools. The tests were then improved as a result of this small scale try-out.

1. National Try-Out of the Performance Test

In the National Try-Out of the Performance Test, purposive sampling was used. The criteria used in determining the sample was the presence of an Agricultural School, National Comprehensive School, Fishing School, and a National School of Arts and Trade in a school division, in order to be able to try-out the five areas of the performance tests. The try-out schools were selected from six out of thirteen regions in the country on the basis of this criteria.

The personnel involved in the national try-out included the Regional Testing Coordinator, Divisional Testing Coordinator, Heads of the Schools included in the try-out, and selected teachers who

can assess the productive skills attained by the school leavers in the community, the test constructor and two researches from the National Educational Testing Centre.

Prior to the try-out of the test, letters addressed to the Regional Directors concerned were sent requesting them to advise the school heads included in the try-out to recruit 10 or more school-leavers engaged in or who have had work experience in each of the five areas of Practical Arts under study.

The examinees involved were those who belonged to any of the following categories of workers:

A. Agricultural Arts - flower gardener, nursery worker, vegetable grower, grafter, fruit tree grower.

B. Fishery Arts - planters of algae in ponds, fish preserver, fisherman.

C. Industrial Arts, Electricity and Automotive - electrician, metal worker, auto mechanic, carpenter.

D. Foods - food service cleaner, bus boys/girls, waiters/ waitresses, dishwasher, cook, salad/sandwich maker, etc.

E. Business and Distributive Arts - merchandise or gift wrapper, shoe shine boy, salesman, typist, etc.

F. Beauty Culture - manicurists, beautician.

G. Dressmaking - tailors, dressmakers, cloth cutter.

The tests were administered to the examinees in the schools mentioned earlier, making use of school equipment and supplies. While performing their work they were observed and rated by the test administrators. Since the performance test requires the examinees to do the actual activities being asked of them, the examiners had to bring along with them a predetermined set of evaluative criteria (prepared by specialists in the different vocational areas) against which they rated the actual performance of the examinees in each of the activities. The examinees were given only the activities relevant to their interests and work experience.

The examiners were also requested to find out:

(1) if the skills indicated in the predetermined criteria are:

a. properly sequenced

b. specific

c. clear

(2) if there are skills to be added

(3) if there are skills to be deleted

(4) if there are common occupations not included in the finalized performance test.

The members of the team from the regional and divisional offices and schools concerned were asked to give their recommendation to improve the tests and the programme.

Based on the feedback from this national try-out, the activities for the second phase of the workshop were planned. The workshop was held at the Ateneo de Manila, Quezon City in December 1979.

The coding of functional skills in the Master List was revised. The group felt that all the skills are work skills so that the skills earlier called work skills were given another code. Calibration was done in recoding the skills instead of the "majority rule decision". Each member of the group coded each skill by writing on a small sheet of paper. A 100 per cent decision or consensus had to be reached before moving on to the next skill.

Additional performance tests on common occupations were constructed and the tried-out performance tests are now awaiting the establishment of norms.

2. Norming of the Academic Achievement Tests

Using 6,160 in-school students sampled from the 13 regions of the Philippines, the norms of the Academic Achievement Tests of the PEPT were established. Of this number, 3,038 were elementary students and 3,122 were high school students. The rural school population was represented by 1,757 elementary students and 1,923 high school students from schools situated in barrios and towns. The urban school population on the other hand was represented by 1,281 elementary students and 1,199 high school students from schools situated in cities. Of the 6,160 respondents, 3,063 were males and 3,097 females.

Apart from considering the place where the schools were situated, both public and private schools were sampled in order to take care of any variations that may result from differences brought about by curricular offerings, school policies, educational standards, school facilities, etc. Tables 1 and 2 show the distribution of respondents for the thirteen regions for both elemen-

tary and secondary levels. It will be noted from the tables that all regions and school categories were represented equally.

Tables 3 and 4 show the distribution of public and private school respondents. The two tables show that there are twice as many public school respondents as private school respondents. It could also be seen that of the elementary school pupils, 31% are from private schools while 69% from the public schools. This distribution was done on the assumption that more of the out-of-school youth and adults drop out of public schools than from the private schools (since there are more public than private elementary and high schools in the country). It is also likely that more of these would-be learners will be absorbed back into the public schools.

It could also be observed from Tables 3 and 4 that the rural-based elementary school respondents constitute about 57%, while the urban-based respondents are about 43%. Among the secondary school respondents, 61% were classified as rural, while 39% were urban.

3. The Selection Procedure

In order to come up with a representative sample, the following steps were taken so that possible variations in respondents' characteristics may be taken care of.

(1) All regions in the Philippines were sampled. In each region, both urban and rural samples were taken. This was done by the following method:

a) From a list of provinces in each region, two provinces were selected by random sampling. The province which had the highest enrolment both for the public and private educational institutions was selected.

b) From a list of municipalities of the province selected as a) above, one municipality was selected by random sampling.

c) From a list of cities found in a region, one city was selected by purposive sampling in order to be able to select the city which has the characteristics that most cities in the region possess.

Table 1. Number of PEPTB* elementary school respondents by region, category of schools and grade level

REGION	CENTRAL					BARRIO/SUBURBS					PRIVATE				
	No. of Schs.	Grade 3	Grade 4	Grade 5	Grade 6	No. of Schs.	Grade 3	Grade 4	Grade 5	Grade 6	No. of Schs.	Grade 3	Grade 4	Grade 5	Grade 6
I - Ilocos Region	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
II - Cagayan Valley Region	1	20	20	20	20	1	21	20	21	21					
III - Central Luzon	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
IV - Metro Manila	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
IV-A Southern Tagalog	1	20	20	20	20	1	20	20	20	20	1	20	20	19	15
V - Bicol Region	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
VI - Western Visayas	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
VII - Central Visayas	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
VIII - Eastern Visayas	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
IX - Western Mindanao	2	20	20	20	20	1	20	20	20	20	1	20	20	20	20
X - NorthernMindanao	1	20	20	20	20	1	20	20	20	20	1	20	21	20	20
XI - Eastern Mindanao	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
XII - Southern Mindanao	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
T O T A L S	14	260	260	260	260	13	261	260	261	261	12	240	241	239	235

*Philippine Educational Placement Tests Battery

Table 2. Number of PEPTE secondary school respondents by region, category of school, and year level

REGION	PROV'L/MUN./CITY/NATIONAL					BARANGAY					PRIVATE				
	No. of Schs.	1st Year	2nd Year	3rd Year	4th Year	No. of Schs.	1st Year	2nd Year	3rd Year	4th Year	No. of Schs.	1st Year	2nd Year	3rd Year	4th Year
I - Ilocos Region	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
II - Cagayan Valley Region	1	20	22	21	17	1	21	23	21	23	1	20	22	20	21
III - Central Luzon	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
IV - Metro Manila	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
IV-A Southern Tagalog	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
V - Bicol Region	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
VI - Western Visayas	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
VII - Central Visayas	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
VIII - Eastern Visayas	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
IX - Western Mindanao	1	20	20	20	20	1	20	20	18	20	1	20	20	20	20
X - Northern Mindanao	1	20	20	20	20	1	20	20	13	21	1	20	20	20	20
XI - Eastern Mindanao	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
XII - Southern Mindanao	1	20	20	20	20	1	20	20	20	20	1	20	20	20	20
TOTALS	13	260	262	261	257	13	261	263	252	264	13	260	262	260	261

Table 3. Number of PEPTE elementary school respondents by general type of school, category of school, and grade level

GENERAL TYPE OF SCHOOL	CENTRAL					BARRIO/SUBURBS					PRIVATE				
	No. of Schs.	Grade 3	Grade 4	Grade 5	Grade 6	No. of Schs.	Grade 3	Grade 4	Grade 5	Grade 6	No. of Schs.	Grade 3	Grade 4	Grade 5	Grade 6
Rural	8	160	160	160	160	8	161	160	161	161	6	120	120	119	115
Urban	6	100	100	100	100	5	100	100	100	100	6	120	121	120	120
TOTALS	14	260	260	260	260	13	261	260	261	261	12	240	241	239	235

Table 4. Number of PEPTB high school respondents by general type of school, category of school, and year level

GENERAL TYPE OF SCHOOL	PROV'L/MUN./CITY/NATIONAL					BARANGAY					PRIVATE				
	No. of Schs.	1st Year	2nd Year	3rd Year	4th Year	No. of Schs.	1st Year	2nd Year	3rd Year	4th Year	No. of Schs.	1st Year	2nd Year	3rd Year	4th Year
Rural	7	140	142	141	137	9	181	183	172	184	3	160	162	160	161
Urban	6	120	120	120	120	4	80	80	80	80	5	100	100	100	100
TOTALS	13	260	262	261	257	13	261	263	252	264	13	260	262	260	261

d) A list of schools for each municipality or city was made and from this list, the school which was found to have suitable characteristics (i.e. completeness of grade/year level offerings and sufficiency of available subjects) and at the same time found to have adequate transportation facilities, was selected.

(2) In each municipality/city three types of elementary schools were selected. These were:

a) Central public school. A school found within the poblacion of a municipality or in the heart of a city.

b) Barrio public school. A school found in a barrio nearest to the town proper or in the case of a city, a school situated at the periphery of the city proper. Barrio schools are funded by the national government.

c) Private school. A school found within the municipality or city but is run by private individuals/religious groups.

(3) In the same municipality or city where elementary schools were selected, secondary schools of the following types were also selected:

a) National/Provincial/Municipal/City High School. A high school found in a municipality or city which is funded either by the national, provincial, municipal or city government.

b) Barangay High School. A high school found in a municipality, barrio or city which is funded by the local government. A "barangay" is basically a group of families in the rural areas.

c) Private High School. A high school found in the municipality or city which is funded by private individuals or religious groups.

(4) Only 20 respondents, boys and girls in equal number, for every grade or year level were identified from each type of school. The respondents were selected by random sampling from a list of in-schoolers having about average ability and ages approximately normal to their grade/year level.

(5) The procedure for administering the test was done by following the guidelines which take into account, amongst other things, time to take the test, seating arrangements, sequence of tests to be given, etc.

(6) The tests were administered in October, 1976 when each examinee had just finished one semester's work in the grade/year level in which he was being tested. To take care of any discrepancy that may result from this, two tests were given to each examinee, a test for the previous grade/year and a test for the present grade/year. The results of both tests were considered in the establishment of the norms.

4. Results of the Norming

As far as the performance in the test of the norm group is concerned, means and standard deviations were computed by grade level separately for the rural and the urban groups. The subject areas included were Communication Arts (English), Communication Arts (Filipino), and Mathematics. In order to find out if differences in performance between examinees from rural and urban areas exist, t-tests were applied to compare the means. In general, no significant differences in performance were found between the two groups of examinees. Significant differences were found only in very few grade/year levels in the areas of Communication Arts (English and Filipino). This can be attributed to the fact that the Philippines is multi-dialectal and that public schools are encouraged to use their vernacular in addition to English or Filipino, in cases of bilingual instruction.

In the norming process, these findings were taken to mean that in the establishment of norms, it was not necessary to prepare separate norms for urban and rural groups. However, the differences in means were taken care of statistically by using weighted means. Also, in the process of setting up the ranges of scores, steps were taken to include the lowest and the highest possible scores of both rural and urban groups. This was done for all grade/year levels and for the three subject areas. Finally, three sets of norms were established - one for Communication Arts (English), another for Communication Arts (Filipino), and one for Mathematics for each grade level at the elementary stage. In the secondary level, each year level likewise had separate norms for Communication Arts (English) and Communication Arts (Filipino). It was only in Mathematics, where just one set was used for all year levels, it being an omnibus test.

5. Description of the Final Educational Placement Tests

The tests consist of two sets: 1) The Academic Achievement Test and 2) The Assessment Kit - Performance Test. The first is purely a measure of academic achievement; the second is a measure of performance in various kinds of work experiences that the out-of-school youth might have been exposed to.

1. The Academic Achievement Test

This purely academic part of the test is administered to those who would like to go back to school and finish a certain level of formal education. It can be used to provide a basis for adjusting the level of educational attainment of the examinee as indicated by the grade or year of schooling passed. The Academic Achievement Test covers the subject areas of Communication Arts (English), Communication Arts (Filipino), and Mathematics for the elementary and secondary levels. Based on the rationale that learning is a continuum, the test for each subject area was constructed in such a way that the test items cover in sequential manner the basic abilities, knowledge and skills for each particular grade/year level. Three subject areas in each grade level in the elementary (III to VI) and high school (first to fourth year) are as follows:

a) Communication Arts (English)

This test attempts to assess the student's verbal knowledge, abilities and skills - among which are knowledge of correct usage, identification of errors in grammar, punctuation, capitalization, spelling, letter writing, reading comprehension, ability to organize ideas logically, extent of one's vocabulary, and ability to communicate effectively.

b) Mathematics

This test measures the ability to deal with situations involving numbers. It also attempts to assess skills in using mathematical processes, applying principles of basic Algebra and Geometry in solving problems, reading and interpreting graphs and scales, and comparing quantities.

c) Sining ng Komunikasyon (Communication Arts, Filipino)

This test measures more or less the same abilities, knowledge, and skills as listed in

Communication Arts (English). It is not the Filipino translation of the said tests.

The tests in the three subject areas are in three separate booklets. In the *first year of implementation*, a test booklet for one subject area contained the test items for all four year levels in the high school. In the elementary level, a test booklet had 140 items numbered consecutively from 1 - 40 and categorized as follows:

Nos. 1 - 30: Form 1-c (intended for Grade III)
Nos. 31 - 60: Form 1-d (intended for Grade IV)
Nos. 61 - 100: Form 1-e (intended for Grade V)
Nos. 101 - 140: Form 1-f (intended for Grade VI)

In the secondary level, a test booklet had 200 items except in Mathematics where there were 120. These items had to be answered by examinees from all year levels - first year up to fourth year. The test items in the other two booklets (Communication Arts - English, and Sining ng Komunikasyon) are numbered consecutively from 1 to 200 and categorized as follows:

Nos. 1 - 50: Form 1-A (intended for first year)
Nos. 51 - 100: Form 1-B (intended for second year)
Nos. 101 - 150: Form 1-C (intended for third year)
Nos. 151 - 200: Form 1-D (intended for fourth year)

For the second year of implementation, some revisions were made on the format of the test. The same three areas are still included. However, this time there is no dividing line for each grade or year level. A test booklet for one subject area contains the test items for all <u>six</u> grade levels in the elementary and for all <u>four</u> year levels in the high school. The test items are numbered consecutively thus, nos. 1 - 200 for Communication Arts, English; 1 - 300 for Mathematics; and 1 - 200 for Sining ng Komunikasyon.

A student who takes the test can go as far as his acquired knowledge and skills will allow him to reach the appropriate grade/year level he can manage in each subject area. The total testing is carried out in two half-day sessions.

6. Scoring Procedure

(1) Each test is scored separately allotting one point for each correct response.

(2) The total number of correct responses counted for each test is then converted to *standard scores* which has a mean of 50 and a standard deviation of 10. There are conversion tables for each subject test.

(3) The resulting standard score for a test, for example English, is then compared to the *standard score range* provided for every grade/year level for that subject in order to determine the grade/year level classification of the examinee for that particular subject. The standard score range for each grade/year for each subject was based on the performance of the norming group composed of in-school respondents.

(4) Step 3 is done for the other two subjects, Filipino and Mathematics so as to produce grade/year level classification for each subject area in which an examinee was tested.

(5) The *average* of the standard scores for the three subject areas is then computed and compared with the corresponding range of standard scores for a particular grade/year level in which it falls. Thus, it is possible to determine an examinee's overall grade/year level, which gives the highest grade/year level for which he qualified on the basis of his performance in the three subject tests. The overall grade/year classification will determine at what learning level of the formal school stream an examinee can be re-absorbed.

(6) No examinee, however, will qualify for a grade/year level if he does not meet the age requirement for that grade/year level. For example, a 15-year old examinee might qualify as a Fourth Year on the basis of his performance, but his age qualifies him as a Second Year only. In this case, he has to be absorbed only at the Second Year level. This age requirement was imposed to avoid having examinees

who might surpass their former classmates, who never stopped schooling.

(7) The completed Rating Slip will thus contain a report on the performance of the examinee on three subject areas in standard scores with the corresponding grade/year level classification for each, and the overall classification which will show whether the examinee can enrol in the next higher grade or is retained in his old grade/year level.

Sample Test Items in the Academic Achievement Test

Communication Arts (English)

Secondary:

Directions: Each item has four choices. Read each item carefully and choose the one that answers the question or complete the statement. Write only the number of the answer on your answer sheet.

Examples:

1) A destructive typhoon _____ much damage to several towns in Luzon a few months ago.

1. brings
2. brought
3. will bring
4. has brought

The earth has three parts: land, water, and air. Land is made of rocks and soil. It forms the continent and islands on which most people live. Water covers about seven-tenths of the earth's surface. It forms the oceans, lakes and rivers. Air, which is a mixture of nitrogen, oxygen, and other gasses, surrounds the entire earth.

2) Which of the following is the best title of this paragraph?

1. The Planet Called Earth
2. The Earth's Surface
3. Air and Water of the Earth
4. The Three Parts of the Earth

Answers:

1) 2
2) 4

Elementary:

1) When it rains the roads are wet. When the sun shines they are _____.

   1. shiny 2. high 3. dry 4. small

2) The Santos family have just finished eating their lunch. There are left-overs on their plates. The Santos family is _____.

   1. thrifty 2. careless 3. lazy 4. clean

Below is a short paragraph. Answer the questions following it. Write the number only.

Flowering plants look very different from each other. Their roots may be deep or shallow, big or small. Their leaves may be of different shapes and sizes. But flowering plants make seeds in the same way.

3) What is the paragraph about?

   1. Root plants
   2. Flowering plants
   3. Stems of plants
   4. Leaves of plants

4) What is the best title of the paragraph?

   1. Characteristics of Roots
   2. Characteristics of Stems
   3. Characteristics of Flowering Plants
   4. Characteristics of Leaves

Answers:

1) 3 3) 2

2) 2 4) 3

Communication Arts (Filipino)

Sekondaryo:

Tagubilin: Basahin at unawaing mabuti ang bawat sitwasyon. Piliin saka sulatin sa sagutang papel ang bilang ng pinakatamang sagot sa tanong.

Halimbawa:

1) Aba, kailan ba tayo magpaparti para kay Carmen? Malapit na siyang magmahabang dulang.

   1. ikasal
   2. magmadre
   3. maggermana sa pista
   4. magdiwang ng kaarawan

2) Malambot ang kanyang puso.

   1. may alta presyon
   2. may kabaitan
   3. may sakit sa puso
   4. mayroon ng iniibig

Sagot:

1) 1
2) 2

Elementarya:

Panuto: Basahin ang bawat kalagayan at sagutin ang mga tanong pagkatapos. Isulat ang bilang ng tamang sagot.

Kalagayan

Paunawa

Ano: Pulong para sa Munting Barangay

Saan: Tanggapan ng Punong-guro

Kailan: Ika-12 ng Hulyo, ika-8:00 n.u.

Bakit: a. Paghahalal ng Pamunuan ng Munting Barangay
b. Pagbubuo ng Lupon sa Pagpapaganda ng Paaralan

1) Anong oras gaganapin ang pulong?

   1. Ika-8:00 ng umaga
   2. Ika-8:00 ng gabi
   3. Ika-12:00 ng umaga
   4. Ika-12:00 ng gabi

2) Sino ang tumawag ng pulong?

   1. Punong-guro
   2. Munting Barangay
   3. Lupon sa Pagpapaganda ng Paaralan
   4. Hindi Binabanggit

3) Saang tanggapan idaraos ang pulong?

1. Munting Barangay
2. Punong-guro
3. Pamunuan ng Paaralan
4. Lupon ng Pagpapaganda ng Paaralan

Sagot:

1) 1 2) 4 3) 3

Elementary Mathematics

Example:

1) Which is the closest estimate of 54 19?

1. 80 2. 75 3. 70 4. 65

2) Divide:

23/ 7130

1. 31 2. 310 3. 2110 4. 3010

3) Which is the same as 560,320?

1. 500,000 + 60,000 + 0 +300 + 20 + 0
2. 5,000 + 600 + 0 + 30 + 2 + 0
3. 500 + 60 + 0 + 3 + 2 + 0
4. 5 + 6 + 0 + 3 + 2 + 0

Answer:

1) 2 2) 2 3) 1

Secondary Mathematics

1) A jeepney with a speed of 33 meters per second started from Barrio Bautista. At the end of six minutes, it reached the crossing 198 meters from the point it started. What will be the distance travelled by the jeepney at the end of 12 minutes with the same speed throughout the trip?

1. 369 meters
2. 360 meters
3. 396 meters
4. 390 meters

2) Lorna is paid P20 for making 4 small bags a day. How much is she paid per bag?

1. P4.00
2. P5.00
3. P10.00
4. P15.00

Answers:

1) 3 2) 2

Secondary Science

1) A blue dress looks blue in ordinary light because blue

   1. absorbs all the colour.
   2. absorbs the blue light.
   3. reflects the blue light.
   4. refracts the blue light.

2) The cutting down of trees in our forests without replanting them can cause floods during the rainy season. The reason for this is

   1. trees change the direction of water.
   2. trees prevent heavy rain.
   3. roots of trees absorb big amounts of water in the soil.
   4. trunks of trees stop water current during heavy rain.

Answers:

1) 3

2) 3

2. Description of the Assessment Kit (Performance Test)

This kit contains a set of tools intended a) to measure the out-of-school learner's competencies accumulated from his experience through the years in his world of work, and b) to provide a system of establishing equivalence within the framework of the elementary and secondary curriculum continuum in the formal school system.

The kit is divided into compartments and contains the following:

A. A checklist of jobs/occupations experienced by the out-of-school learners during the period of being out-of-school.

B. Task packages for different jobs, occupations, and experiences.

C. An integrated master list of all functional skills for school learners.

D. Performance Test for measuring work skills of learners along the areas of practical arts, namely: Agricultural Arts, Business and Distributive Arts, Fishery Arts, Home-Making Arts and Industrial Arts.

E. A set of criteria for establishing equivalency.

F. A Table of Equivalence together with instructions for computation.

How to use the Kit:

For the best results to be obtained from the test kit, the following procedure should be followed by the test administrators:

1. As soon as the out-of-school learner presents himself, he is given an information sheet (Form 01) which he fills in.
2. A checklist (Form 02) of the experience/jobs and occupations engaged in by the learner is given to him. He is then asked to check all types of work experiences he has had during his off-school years (Appendix C).
3. The learner is then interviewed to evaluate the breadth, length and quality of his experience. Data are then entered in the interview set (Form 03).
4. On the basis of the evaluation of his experience, a performance test (Form 05) based on the work experience of the learner will be administered by the administrator in charge of the area of work experience. The learner takes the test while the test administrator rates him/her.
5. The tests should be selected from the set in the kit according to the potentialities and experience of the learner.

6. The tests are rated, computed and translated to their equivalent in the school curriculum in accordance with the Table of Equivalency (Form 06).
7. On the basis of the results obtained from both the performance and written tests, evaluation is completed taking the interview results and the maturity of the learner into account (Form 07).
8. The level of equivalence in the work skills as reflected in the performance test and written test are recorded in the out-of-school learner's information sheet.

Test Administrators

Test administrators who evaluate work experience must have had at least six months exposure to commercial and agro-industrial settings so that they will appreciate and understand the technical aspects of the various occupational areas. This will be in addition to actually training them on test administration, assessment and interpretation. Practical Arts teachers and qualified people in the community are usually tapped for this purpose.

Testing Centre

Every school division should have at least a Testing and Learning Centre, complete with materials and equipment needed in the testing and implementation of the testing programme. A centrally located, complete elementary school or secondary school is selected for this purpose.

Coordination with nearby communities for the assessment of work experiences in fishing, furniture making and slaughtering animals should be utilized.

SAMPLE TEST (PERFORMANCE KIT)

Discipline ---------- Practical Arts
Area ---------- Industrial Arts
Subject ---------- Electricity

Introduction

Based on the guidelines provided by the consultants, which consists of 7 steps starting with classifying of work

processes in similar occupations and ending with the finalization of test items, the writers in Electricity deemed it only proper to follow the 7 steps mentioned.

Initially, the writers started with classifying the most common occupations/jobs engaged in by people with background/training in electricity. Coming up with 8 of the most common jobs engaged in by school-leavers, the writers then came up with the list of skills that a person must possess to be truly called an appliance repairman in PACKAGE NO. II and a CONSTRUCTION ELECTRICIAN in PACKAGE NO. I.

Package No. I for Construction Electrician, was designed to draw out from the school-leaver the degree of proficiency he/she has developed in making different splices and joints. The test items were also constructed to bring out the school-leaver's ability to select the proper hand tools as well as the correct type of splices/ joints appropriate for a particular job.

Package No. II for Appliance Repairman, consists of a series of practical work experiences which are very common and which are applications of the basic knowledge and skills every graduate of courses in electricity is expected to know.

Since the target clientele is school-leavers who must have had varied work experiences in the Electrical Trades, each test item contains work processes which are common in all the 5 jobs. However, there are work processes involved which are only found in a particular job.

The writers took pains in seeing to it that every test brings about the interplay of as many functional skills as possible, thus it can be gleaned from the listing of functional skills involved that more interplay of science skills was incorporated into the test item. Although the emphasis in Practical Arts is on "performance" the writers took into account the importance of other functional skills as management skills, communication skills, numeracy skills, etc.

AREA		
INDUSTRIAL ARTS	OCCUPATION/JOBS	S K I L L
Electricity	1. Appliance Repairman	Ability to: a. Repair of flat iron b. Repair of electric stove c. Repair of electric fan d. Repair of flourescent lamp e. Repair of flashlight and X'mas tree lights
	2. Electrical Wiring Contractor	Installs building/house wiring connections using the following materials: a. Wood molding b. Metal molding c. B X wires d. Switches (2-way, 3-way switches) e. Junction boxes f. Switch boxex
	3. Motor Repairman	Ability to: a. Repair of transformers (step-up, step-down) b. Repair of electric fan motor c. Repair of water pump motor d. Repair of water heater motor e. Repair of output transformer
	4. Meter Reading	Ability to: a. Read kilowatt hour meter b. Compute number of KW consumption per/mo. c. Compute bill per KWH consumed d. Determine total amount collected for the day e. Determine balance of collections due f. Locates customers addresses accurately

As suggested by the consultants, the writers tried to direct the work processes involved in different occupations in the Electrical Trades in an effort to find common abilities which transcend all occupations. Four common work processes indicated in the following table were found to be basic and fundamental in all electrical trades.

AREA	WORK PROCESSES	JOBS						
Industrial Arts		Appliance Repairman	Electrical Wiring Contractor	Motor Repairman	Construction Electrician	Maintenance Electrician	Electrical Draftsman	Rewindor
Electricity	Interpret Electrical							
	1. Codes/Symbols	/	/	/	/	/	/	/
	Read/Follow accurately							
	2. Schematic diagrams	/	/	/	/	/	/	/
	Prepares a Bill of							
	3. Materials	/	/	/	/	/	/	/
	Select properly							
	the tools/							
	equipment							
	4. Appropriate							
	for the job	/	/	/	/	/	/	/
	Make use of Safety Precautions for jobs							
	5. On hand	/	/	/	/	/	/	/

An example from Package No. II

SPLICES AND JOINTS

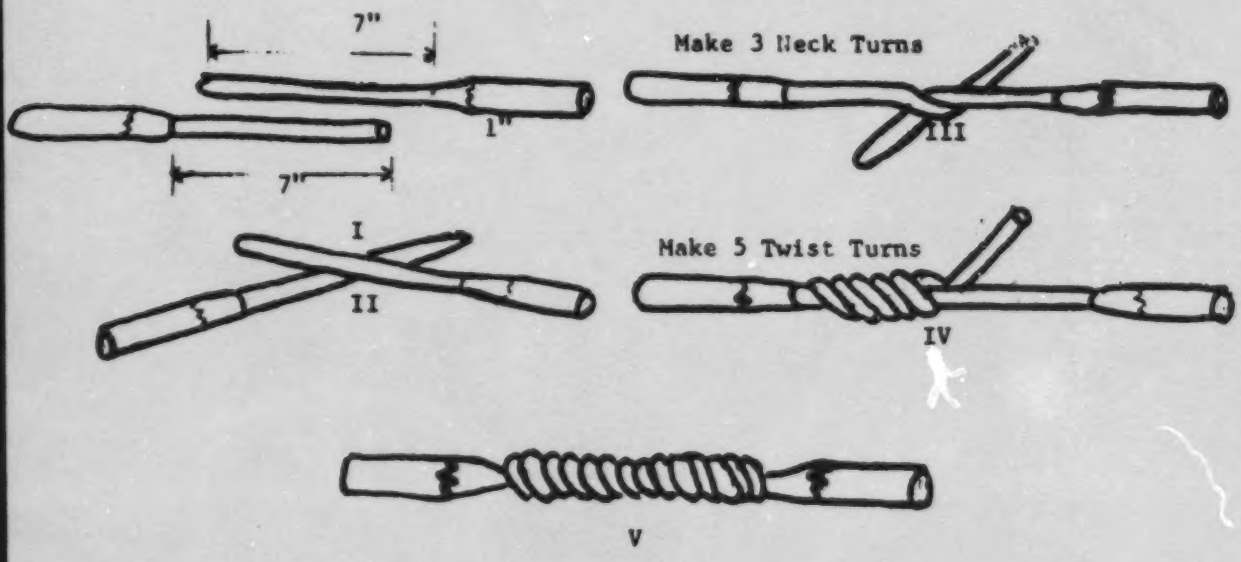
1. Western Union Long Splice
2. Western Union Short Splice
3. Through End Fixture Joint
4. Ordinary Cross Joint
5. Double Wrapped Cross Joint
6. Terminating, Fixture Joint
7. Octopus Joint
8. Soldering a Joint and Taping it

Test Item No. 1 - Western Union Long Splice

Objective: In 15 minutes you are expected to make a Western Union Long Splice.

Tools and Materials Needed:

a) 1 Long Nose Plier
b) 1 Side Cutting Plier
c) 1 Pocket Knife
d) 1 Foot Ruler
e) 2 - 8 inch No. 14 Type T.W. Wire



Specimen of Evaluation Sheet

EVALUATION SHEET ON Splices and Joints (Western Union Long Splice)

Examinee _____ Age _____ Gr/Yr. Finished _____

Testing Center _____ Address _____ Division _____

Date of Examination _____ Time Started _____ Time Finished _____

To the Examiner: Rate each item on the basis of assigned points. Indicate the points in the answer sheet and enter the total of the points at the bottom of the Answer Sheet.

CRITERIA	Func'l. Skill No.	Code	Wt.	Asgd.	Points Obtained
Identifies needs and available resources	1	MN	3		
a. Sharp Knife				0.75	
b. Side Cutting Plier				0.75	
c. Long Nose Plier				0.75	
d. No. 14 T.W. Wire				0.50	
e. Foot Wire				0.25	
Measures Accurately	17	NS	3		
a. Cuts wire to desired length				1	
b. Lay-out measurements on wire				1	
c. Reads correctly graduations on measuring tool				1	
Uses handtools properly	18	MN	3		
a. Skin wires with sharp knife				1	
b. Removes insulation in a diagonal manner				1	
c. No "nicks" or marks on copper wires must be seen					
Interprets and follow codes/symbols/ direction, procedures in making project	10	CA	5		
a. Removes insulation with pocket knife				1.25	
b. Hold wires with both hands making neck form				1.25	
c. Twist wires with plier				1.25	
d. Tighten turn with pliers				1.25	

An example from Package No. II

Performance Test in Jeepney, Cars, Trucks

REPLACING COOLANT (WATER) FROM RADIATOR WITH FRESH WATER

Directions: In thirty (30) minutes, you should be able to replace the coolant present in the radiator with new fresh water. Prepare the vehicle you're driving, 5 gallons of fresh water, sets of screwdriver and mechanical plier.

Question: Why do you replace the coolant in your engine?

Rate each item based on the assigned points. Indicate the points earned in the column provided for the Examiner's evaluation. Sum up the total number of points and enter it at the bottom of the column.

CRITERIA	POINTS	
	Assigned	Obtained
To what extent did the school-leaver observe safety rules and regulations while working.	3	
Did he show special skills in performing the job while working.	3	
Did he prepare the vehicle, fresh water, screw driver and mechanical plier.	4	
Did he show knowledge and proficiency in the use of each tool while working.	3	
TOTAL	13	

V. RESULTS OF THE 1978 PHILIPPINE EDUCATIONAL PLACEMENT TEST ON ITS FIRST YEAR OF IMPLEMENTATION

In the first year of implementation of the Philippine Educational Placemement Test it received a strong favourable response from the general public throughoutthe country. Different sectors of society sent in nominees and out-of-schoolers came out in the open and showed great interest in re-entering the formal school system. Others availed of the test for accreditation purposes and/or for self-fulfillment.

Table 5 presents the number of examinees/out-of-school youth who participated in the Philippine Educational Placement Test in its first year of implementation. A total of 9,091 drop-outs from the thirteen regions of the country took the PEPT with regions IV (Southern Tagalog), X (Northern Mindanao), and the capital region (Metro Manila and Suburbs) leading in number of examinees. In its second year, about 23,000 out-of-schoolers participated in the test. Of the total participants, the majority (59.62 per cent) had dropped out at the secondary level. 35.25% of the examinees were drop-outs from the intermediate grades, while 5.13% were drop-outs from the primary level of education. The low percentage of drop-outs in the primary level could be attributed to the government's policy of compulsory primary education.

The frequency and percentage distribution of examinees by age group can be gleaned in Table 6. The raw totals show that the 16 - 20 age group comprises the bulk of school leavers who took the PEPT. This is followed by the 21 - 25 and 11 - 15 age groups. Since the ages of these groups of examinees are still within the school-going age, it can be assumed that they are the ones who desire to re-enter the formal school system. Most of the others distribute themselves to the 26 - 30 age groups, who could be taking the test for reasons like job placement, promotion and similar reasons. It is also interesting to note that there were a few 60 - 70 years of age who participated in the test. They must be the examinees who took the test in order to enter college just for self-fulfillment. The age range which includes the young as well as the old is reflective of the positive response that this programme is receiving.

Table 5. Number of examinees in the Philippine educational placement test in the school year 1977-78 by region and by grade/year level

REGION	PRIMARY		INTERMEDIATE		SECONDARY		TOTAL
	Number	Percent	Number	Percent	Number	Percent	
Capital Region	48	0.53	287	3.16	668	7.35	1003
I	33	0.36	205	2.27	281	3.09	519
II	33	0.36	69	0.76	151	1.66	253
III	14	0.15	144	1.58	243	2.67	401
IV	54	0.59	670	7.36	1013	11.15	1737
V	16	0.18	254	2.79	248	2.73	518
VI	17	0.19	142	1.56	257	2.83	416
VII	49	0.54	176	1.94	380	4.18	605
VIII	4	0.04	30	0.33	102	1.12	136
IX	16	0.18	73	0.80	331	3.64	420
X	106	1.17	569	6.26	964	10.60	1639
XI	35	0.39	253	2.78	431	4.74	719
XII	24	0.26	293	3.22	279	3.07	596
XIII*	17	0.19	40	0.44	72	0.79	129
TOTAL	466	5.13	3205	35.25	5420	59.62	9091

*This refers to the NETC.

Table 6. Frequency and percentage distribution of examinees in the 1978 PEPT by age group

AGE	DROPPED OUT IN ELEMENTARY		DROPPED OUT IN HIGH SCHOOL		TOTAL	
	N	%	N	%	N	%
6 - 10	15	0.16	0	.00	15	0.16
11 - 15	989	10.88	306	3.37	1295	14.24
16 - 20	1578	17.36	2400	26.40	3978	43.76
21 - 25	522	5.74	1345	14.79	1867	20.54
26 - 30	186	2.05	512	5.63	698	7.68
31 - 35	123	1.35	245	2.69	368	4.05
36 - 40	118	1.30	235	2.58	353	3.88
41 - 45	51	0.56	163	1.79	214	2.35
46 - 50	35	0.38	116	1.28	151	1.66
51 - 55	30	0.33	77	0.85	107	1.18
56 - 60	10	0.11	16	0.18	26	0.29
61 - 65	1	0.01	4	0.04	5	0.05
66 - 70	2	0.02	0	.00	2	0.02
71 and above	1	0.01	0	.00	1	0.01
No Response	10	0.11	1	0.01	11	0.12
TOTAL	3671	40.38	5420	59.62	9091	100.00

Profile of the examinees

In an attempt to get a descriptive profile of the PEPT examinees, some other data were gathered using a 10 per cent sample. Table 7 presents the distribution of the PEPT examinees by sex and by region. The table shows that there were more males (57.6 per cent) and females (42.4 per cent) who took the tests. These figures could be suggestive of two possibilities: first, that there are more males than females desiring to re-enter formal schooling or be placed in jobs; and/or second, that there were more males than females who dropped out of school.

The data that deals with the type of school attended by the drop-outs when they were in the formal school system are presented in Table 8. The table shows that a majority (78.14 per cent) of the out-of-school youth dropped out from public institutions.

Table 7. Frequency and percentage distribution of out-of-school youth by sex and by region, who participated in the 1978 PEPT

REGIONS	SEX					
	Males		Females		Total	
	N	%	N	%	N	%
National Capital Region	49	49.0	51	51.0	100	100
I	32	61.5	20	38.5	52	100
II	21	80.8	5	19.2	26	100
III	21	52.5	19	47.5	40	100
IV	90	51.7	84	48.3	174	100
V	33	61.1	21	38.9	54	100
VI	27	64.3	15	35.7	42	100
VII	32	53.3	28	46.7	60	100
VIII	10	71.4	4	28.6	14	100
IX	30	71.4	12	28.6	42	100
X	102	62.2	62	37.8	164	100
XI	38	54.3	32	45.7	70	100
XII	30	50.0	30	50.0	60	100
XIII	10	71.4	4	28.6	14	100
TOTAL	525	57.6	387	42.4	912	100

Table 8. Frequency distribution and percentage of the 1978 Philippine educational placement test examinees by type of school attended

TYPE OF SCHOOL ATTENDED	N	Percentage
A. Public		
1. National	348	40.05
2. Provincial	73	8.40
3. Municipal	170	19.56
4. Barangay/Community	53	6.10
5. Vocational High School	16	1.84
6. Vocational High School (Col.)	19	2.19
SUB-TOTAL	679	78.14
B. Private		
1. Sectarian	56	6.44
2. Non-Sectarian	134	15.42
SUB-TOTAL	190	21.86
T O T A L	869	100.00

Table 9 presents the outcome of the 1978 Philippine Educational Placement Test in terms of means and standard deviations in the three areas covered by the test and in both elementary and secondary levels. In general, the results show that the examinees performed quite well in all three subject areas. In the elementary level where each of the subject areas had 30 items, their means range from a raw score of about 11 or 12 to 18.97. For the secondary level where the total number of items per subject area is 50, their means range from 16.48 to 20.51 for English; 17.92 to 28.16 for Filipino, and from 12.20 to as high as 42.99 in Mathematics. In sum, the means by subject areas suggest that the examinees performed equally well in all three areas.

Comparison of performance by grade level is not possible because the tests were so constructed that comparisons by grade could not be allowed. A score of 25 in Grade III is not the same as 25 in Grade IV or Grade V. As such, one should not expect increase in score as one goes to a higher grade. This is especially so in English and Filipino. It is only in Mathematics where such a trend may be expected because it was so constructed as to provide for comparisons by grade level. From the data on Mathematics presented in Table 9, it is gratifying to note that such a trend is discernible. The higher the grade/year level, the higher is the mean in mathematics.

In an attempt to identify "learning needs" in terms of "the gap between the expected and the actual performance" analysis of the responses of learners was carried out, in order to diagnose this gap. This analysis was done on the basis of performance data obtained from each item in order to understand the procedure of identifying learning needs in this particular context. This procedure has important methodological implications for the assessment of learning needs. Results revealed that in all the three areas of the tests, examinees came out to be inadequate on abilities involving higher levels of thinking such as: comprehension, evaluation, drawing inferences, proper interpretation of ideas, drawing conclusions, abstraction, conceptualization, deduction, interpretation and problem-solving. These inadequacies point to the need for intensifying the development of cognitive processes that require higher levels of thinking among students, maybe by developing the same skills among teachers and through improved instructional methods and facilities.

Table 9. Means and standard deviations of raw scores in the 1978 Philippine educational placement test (PEPT) by subtest and curriculum year/level

Subtest / Grade	THREE			FOUR			FIVE			SIX		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
A. Elementary												
English	202	12.76	6.04	340	11.84	5.30	672	15.26	6.44	1321	15.93	.53
Pilipino	157	14.49	7.00	326	13.78	6.42	669	17.03	6.55	1313	16.97	7.95
Mathematics	225	11.92	5.66	371	10.74	4.97	687	12.29	5.14	1247	13.31	5.63

Subtest / Year	FIRST			SECOND			THIRD			FOURTH		
B. Secondary												
English	4032	20.51	7.91	5136	19.00	7.77	5603	16.48	6.44	5000	18.41	8.14
Pilipino	3941	28.16	9.11	5119	26.86	11.03	5749	17.92	7.23	5977	22.53	8.20
Mathematics	4779	32.54	10.26	1738	37.34	11.71	1431	40.68	12.20	965	42.99	11.60

Based on the results of the Academic Achievement Portion of the PEPT, together with the evaluation of the work experience records of those who are or have been working, (in the absence of the Performance Test which is still in its final stage of refinement), decisions were made on the right placement of the school-leavers desiring to re-enter the formal schooling system.

A detailed presentation of the decisions made on the placement of the out-of-school youth who participated in the PEPT can be seen in Table 10. Included in the table are the data on their grade/year prior to their taking the PEPT and the final decision as to what grade/year level they are supposed to resume formal schooling at. As can be seen from the table, out of the twenty-one out-of-school youth who dropped out in grade I, eight were to remain in grade I, three were accelerated to grade II, seven were accelerated to grade III, one in grade IV and one in grade V, and no grade was given to one. Among the 1,856 out-of-school youth who dropped out in the first year of high school, the results of their tests directed 21 per cent to resume where they had dropped out, about 37 per cent were accelerated to the second year, about 27 per cent to the third year and 11 per cent to the fourth year of high school. The other figures may be interpreted in a like manner. Summing up the data from this table, it can be said that while there were some who were to resume formal schooling from where they dropped out, a good number were accelerated to as much as three or four grades.

In addition to the data yielded by the results of the achievement tests, attempts were made to get some information concerning personal, academic, socio-economic background as well as the work experience of examinees with the use of a questionnaire which they were asked to answer when they registered for the test.

Table 11 presents the frequency distribution of reasons of examinees for dropping out of school. Of the 10 per cent sampled population, financial reason ranked number one, followed by work at home, help family, find a job, all pointing strongly to socio-economic problems. It is, however, significant to note that the reason least chosen was classroom work not challenging, followed by school work too difficult. These seem to belie the sweeping assertion that classroom work is not interesting or not stimulating.

Table 10. Grade/year level placement of examinees based on the results of the 1978 PEPT

GRADE/YEAR LEVEL PRIOR TO PEPT ADMINIS-TRATION	TOTAL N / %	GRADE/YEAR LEVEL PLACEMENT RESULTS																					
		I		II		III		IV		V		VI		First		Second		Third		Fourth		No Grade Incomplete	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade I	21 0.23	8	38.10	3	14.29	7	33.33	1	4.76	1	4.76	0	.00	0	.00	0	.00	0	.00	0	.00	1	4.76
II	25 0.27			5	20.00	6	24.00	4	16.00	9	36.00	1	4.00	0	.00	0	.00	0	.00	0	.00	0	.00
III	100 1.10					33	33.00	23	23.00	30	30.00	12	12.00	1	1.00	0	.00	0	.00	0	.00	1	1.00
IV	320 3.52							59	18.44	90	28.13	128	40.00	24	7.50	5	1.56	1	0.31	4	1.25	9	2.81
V	489 5.38									115	23.52	200	40.90	115	23.52	30	6.14	11	2.25	6	1.23	12	2.45
VI	2716 29.88											558	20.54	1075	39.58	683	25.15	264	9.72	90	3.31	46	1.69
First	1856 20.42													394	21.23	699	37.66	500	26.94	220	11.85	43	2.31
Second	1759 19.35															458	26.04	566	32.18	703	39.97	32	1.82
Third	1435 15.78																	426	29.69	1001	69.76	8	0.56
Fourth	370 4.07																			370	100.00	0	.00
	9091 100.00	8	0.09	8	0.09	46	0.51	87	0.96	245	2.69	899	9.89	1609	17.70	1375	20.62	1768	19.45	2394	26.33	152	1.67

Table 11. Frequency distribution of reasons of examinees for dropping out of school

REASONS	No. of Times Chosen*
1. Transfer of residence	82
2. Work at home, help family	307
3. School far from home	67
4. Failing grades	25
5. Sickness	81
6. Drug Addiction	13
7. Found a Job	144
8. Marriage (Girl/Boy Friend Affair)	75
9. Financial	410
10. Peer Group	82
11. Problem with classmates	16
12. Problem with teachers	17
13. Laziness/Impatience/Discontent	21
14. Family Problems	105
15. School work too difficult	12
16. Classroom work not challenging	8
17. Other reasons	10

*Only frequency of choices and not percentages was used because most of the respondents gave more than one reason, thus the sum of choices is not equal to the total number of respondents.

The frequency distribution of reasons given by examinees for wanting to go back to school can be gleaned in Table 12. It seems to indicate very clearly that the desire to prepare for life, to improve one's quality of life is the strongest motivational factor for going back to school. This is followed by the respondents' desire to find jobs which is economic in reason and closely related to prepare for life and the desire to reach a higher education level - that of obtaining a high school, or even post-secondary or university diploma.

It is noteworthy to observe that the very reason for dropping out of school which is socio-economic, is also the very reason for wanting to go back to school.

Table 12. Frequency distribution of reasons given by examinees for wanting to go back to school

Reasons for Wanting to go back to School	Number of Times Chosen
1. To be able to go to college/university	277
2. To prepare myself for life	416
3. To be the pride of my children	138
4. To obtain a high school diploma	227
5. To have something to do while away from home	46
6. To find a job	356
7. To find a good life partner	37
8. To follow what my parents like	42
9. To imitate friends/classmates	10
10. Other reasons.	12

For the out-of-schoolers who managed to get a job during their absence from school, it was found that 66.38 per cent were employed privately or with private companies or industries and 33.62 per cent with government offices. The most common types of employment they get are military services (13.97%); unskilled job (10.04%); and janitors or drivers (8.3%). The majority of those employed have an average monthly income of P250 - P500, with 3.14 per cent earning P1,000 and above. These data are found in Tables 13 and 14.

Table 13. Frequency distribution and percentage of the 1978 PEPT examinees employment record by government and by private

EMPLOYMENT RECORD	GOVERNMENT		PRIVATE		TOTAL	
	N	%	N	%	N	%
Clerical Aide	7	3.06	4	1.75	11	4.80
Clerk	7	3.06	5	2.18	12	5.24
Messenger	6	2.62	9	3.93	15	6.55
Janitor	12	5.24	7	3.06	19	8.30
Typist	4	1.75	4	1.75	8	3.49
Watchmen/Laborer	4	1.75	19	8.30	23	10.04
Soldier/Policemen	26	11.35	6	2.62	32	13.97
Plumber	1	0.44	2	0.87	3	1.31
Electrician	2	0.87	3	1.31	5	2.18
Mechanic/Driver	1	0.44	18	7.86	19	8.30
Dressmaking	0	.00	13	5.68	13	5.68
Selling	0	.00	17	7.42	17	7.42
Farming	2	0.87	11	4.80	13	5.68
Fishing	0	0.00	5	2.18	5	2.18
Surveyor	2	0.87	0	.00	2	0.87
Beautician	0	.00	1	0.44	1	0.44
Waiter	0	.00	3	1.31	3	1.31
Teacher	0	.00	1	0.44	1	0.44
Others	3	1.31	24	10.48	27	11.79
TOTAL	77	33.62	152	66.38	229	100.00

Table 14. Frequency distribution of employed out-of-school youth's average monthly income

AVERAGE MONTHLY INCOME	N	%
₱150 and below	35	18.32
151 - 200	28	14.66
201 - 250	36	18.85
251 - 500	66	34.55
501 - 1,000	20	10.47
Above ₱1,000	6	3.14
T O T A L	191	100.00

Table 15. Frequency and percentage distribution of the skills possessed by the 1978 PNPT examinees

Skills Possessed by the Examinees	N	%
Typing and Steno	21	5.77
Cosmetology	24	6.59
Mechanic Radio	25	6.87
Plumbing	6	1.65
Carpentry	28	7.89
Handicraft	8	2.20
Driving/Auto Mechanic	52	14.29
Tailoring/Dressmaking	99	27.20
Embroidery/Needlemark	12	3.30
Cooking/Culinary	8	2.20
Merchanding	8	2.20
Fishing/Farming	40	10.99
Electronics	23	6.32
Others	10	2.75
T O T A L	364	100.00

Table 16. Frequency distribution of drop-outs who expressed the educational level they desire to pursue

EDUCATION DESIRED	N	%
Complete Elementary	14	1.98
Complete High School	103	14.57
Complete Voc./Tech. after High School	259	36.63
Some College	48	6.79
Complete College	220	31.12
Complete Master's Degree	53	7.50
Complete Ph.D.	10	1.41
TOTAL	707	100.00

Table 17. Frequency distribution of examinees who expressed the desire to attain a certain level of education

CONSIDERING ABILITY & FAMILY RESOURCES/GRADE/YEAR LEVEL INTENDED TO REACH	N	%
Complete Elementary	49	7.24
Complete High School	133	19.64
Complete Voc./Tech. Training after High School	216	31.91
Some College	52	7.68
Complete College	187	27.62
Complete Master's Degree	36	5.32
Complete Ph.D.	4	.59
TOTAL	677	100.00

The majority possessed skills at the time of the test. These skills could have been learned on the job and in other media, as shown by the fact that about 27.20 per cent are skilled in tailoring or dressmaking, 14.29 per cent are skilled in driving and auto mechanic and about 11 per cent can do some fishing or farming. The rest have some skills in typing, cosmetology, electronics, etc. (Table 15).

It is good to note that in spite of the fact that many of these out-of-schoolers are already earning some money for a livelihood and some of them are placed in good jobs, they still put a very high premium on education and still aspire for self-fulfillment and satisfaction.

When asked about their educational aspirations, the respondents who have plans to re-enter the formal system revealed that 36.63 per cent desire to at least complete a vocational/technical course after high school. Quite a good number (31.12 per cent) plan to complete college and others (14.57 per cent) to finish high school.

Similar findings were gathered when asked what grade/year level they intend to reach considering their respective abilities and family resources. The school leavers tend to choose to finish a vocational/technical course that could provide them with some skills that would easily qualify them for a job. A few also aspire to reach the college level (27.62%) or even as far as completing a master's degree (5.32%) or a Ph.D. These findings are all reflective of a high premium that the school leavers place on education.

Another manifestation of such value being attached to education is found in Table 18. Here, the respondents were asked to rank eight values according to their personal value preferences. As can be seen from the table, education ranked the highest, followed by *"God's will"* or those who believe that their life is destined by God. Hard work, inherited wealth and influential connections were the other three values/aspirations considered important by the respondents. It is possible that at the very moment this question was asked, their most felt need was *education and not their family*, probably because it is *education* that could improve the condition of their family.

Table 18. Values and aspirations of the school drop-outs

VALUES AND ASPIRATIONS	RANK 1	RANK 2	RANK 3	N	FINAL RANK
Education	344	149	96	589	1.5
Gods' Will	238	122	94	454	1.68
Hard Work	109	127	157	393	2.12
Inherited Wealth	17	15	26	58	2.15
Influential Connection	19	23	30	72	2.15
Luck	15	23	44	82	2.40
Unborn Ability	26	25	65	116	2.33
Family	26	23	87	136	2.44

VI. FEEDBACK ON THE ACCREDITATION AND EQUIVALENCY PROGRAMME (AEP)

Several months after the release of the results of the first *Philippine Educational Placement Test* (PEPT), feedback or reactions towards the programme were gathered from several sectors of society. The first target were of course the examinees themselves.

Since it is quite difficult to gather the whereabouts of the PEPT examinees after they had taken the test, only about *250 examinees* responded in the feedback study. It is, however, important to mention that they come from all over the country. This was made possible with the help of the barangay heads and regional testing coordinators in the recruitment of school leavers who availed of the PEPT.

The first set of questions asked of them had to do with the test itself. Results show that *Mathematics* was considered the most difficult among the subtests, followed by *Communication Arts (English)* and then by *Komunikasyon (Pilipino)*. Generally, the test was considered not too easy nor difficult by *71.15 per cent* of the respondents.

The benefits derived from the PEPT as expressed by the examinees are found in the following tables. According to *61.54 per cent*, they were able to go back to formal schooling by making use of their PEPT results. *Forty eight and seventy two hundredths (48.72%) per cent* got promoted in their jobs and about *40.00 per cent* were placed in jobs. These are initial indications that the accreditation and equivalency programme is heading towards the right direction.

For those who were not able to make use of their results at the time of the survey, it was found that some are still unable to go back to school because of financial reasons. Others also had problems in scheduling their time for schooling together with their work schedule.

In an attempt to get some feedback from the general public, some questions were also fielded. Parents, students and other respondents from all walks of life comprised the general public.

As regards the time allotments provided for the tests, 50.64 per cent said these were enough, 38.64 per cent said these were not enough, and 9.6l per cent thought these were more than enough.

The examiners and proctors were judged to have administered the tests properly. This is attested by 77.56 per cent and 80.76 per cent respectively. The testing centres, particularly the rooms, were likewise rated as favourable to good performance in the test.

When asked what the Accreditation and Equivalency Programme would contribute to the community or country, the three major contributions, as pointed out by the respondents, were: a) minimizes juvenile delinquency, b) helps solve the unemployment problem or increase manpower resources, and c) minimizes illiteracy. A good number likewise consider the programme as a means of correcting wastage of manpower and government expenditures in education since it retrieves drop-outs into the formal system. These data are found in the table that follows (Table 22).

Table 19. Rank of different sub-tests according to the order of difficulty as expressed by the PEPT examinees

SUBTESTS	RANK			Total Product	Total Prod. / 1	Over all Rank
	1	2	3			
1. Communication Arts (Eng.) N = 49	28	80	41	311	2.08	2
2. Communication Arts (Fil.) N = 156	24	61	71	359	2.30	3
3. Mathematics N = 156	90	43	23	245	1.57	1

Table 20. Examinees appraisal on the contents and administration of the 1978 Philippine educational placement test

APPRAISAL	N	%
1. On the test in general		
Easy	11	7.05
Not too easy nor too difficult	111	71.15
Difficult	34	21.90
2. On time allotments		
More than enough	15	4.74 ~~9.61~~
Enough	79	~~50.64~~ 51.30
Not enough	60	~~38.64~~ 38.46
3. On proctors and examiners		
Examiners administer the test properly	121	77.56
Proctors perform his/her functions properly	126	80.76
4. On physical conditions		
Rooms favorable to good performance in the PEPT exam	133	85.25

Table 21. Benefits derived from the 1978 PEPT as expressed by the examinees

BENEFITS	N-156	%
1. Served as a means of measuring knowledge and skills	98	62.82
2. Were able to enroll in formal or non-formal education	96	61.54
3. Properly channelled to job placement	63	40.38
4. Promoted in the present job	76	48.72

Table 22. Contributions of the accreditation and equivalency programme test to the community/country as expressed by the general public

CONTRIBUTIONS	N	Parents N=12		Students N=82		Others N=77	
	112	N	%	N	%	N	%
1. Minimizes illiteracy		84	75.00	65	79.26	60	77.92
2. Minimizes drop-outs		81	72.32	61	74.39	64	83.11
3. Helps solve unemployment problem		73	65.17	67	81.70	61	79.22
4. Increases manpower resources		76	67.85	60	75.60	60	77.92
5. Minimizes wastage of government expenditures in education		88	78.57	58	70.73	58	75.32
6. Minimizes juvenile delinquency		95	84.82	66	80.48	66	85.71

TABLE 23

VIEWS OF THE GENERAL PUBLIC
ABOUT ACCREDITATION AND EQUIVALENCY PROGRAM

Perceptions	PARENTS				STUDENTS				OTHERS			
	YES		NO		YES		NO		YES		NO	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Believe that administering the PEPT would help minimize drop-outs in												
a. *rural areas*	94	83.92	18	16.08	75	91.46	7	8.54	72	93.50	5	6.50
b. *urban areas*	98	87.50	14	12.50	76	92.68	6	7.32	67	87.01	10	12.99
2. Believe that one way of proper channeling of individuals for job placement can be attained by giving the PEPT.	101	88 6	13	11.4	75	91.46	7	8.54	71	92.20	6	7.8
3. Believe that PEPT results should be given credit for job promotions	95	86.3	15	13.6	77	93.90	5	6.10	70	90.90	7	9.10
4. Believe that the results of the PEPT will give assurance of success in a job where one is placed.	94	85.5	16	14.5	54	65.85	28	34.15	58	75.32	19	24.68

Other views of the general public about the AEP, as seen in the next table (Table 23), show that the respondents agree with the statements that the programme would help decrease the number of drop-outs in both rural and urban areas, and that administering the *Philippine Educational Placement Test* (PEPT) is one way of properly channeling *individuals for job placement*. They also believe that results of the PEPT should be given *credit for job promotions* on the part of those examinees who are being considered for promotion in their jobs.

The *opinion* of the *general public* in regard to *factors* that should be considered in determining educational placement and accreditation results, was sought in this study. According to the respondents, *work experience, training acquired through formal or non-formal means and educational background* should be part of the evaluation of examinees in addition to their performance in the PEPT. A few also suggested *age factor* and *number of years* one has dropped out as factors worthy of consideration (Table 24). At this point, it is important to mention that these are really the factors presently being considered by the programme in the process of accrediting and placing the participants of the PEPT. It is good to note that there is some consistency in the views of both the general public and the authorities implementing the programme.

Generally, the reactions of the general public, as well as participants of the *Accreditation and Equivalency Programme* can be considered favourable and indicative of general acceptance of the programme.

TABLE 24

FACTORS TO CONSIDER IN DETERMINING PHILIPPINE EDUCATIONAL PLACEMENT TEST RESULTS AS EXPRESSED BY THE GENERAL PUBLIC IN ADDITION TO THE ACADEMIC PERFORMANCE

Factors	Parents						Students						Others					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Work Experience	94	87	12	11.1	2	1.9	76	92.7	6	7.31	-	-	63	92.6	5	7.4	-	-
2. Age Factor	75	70.1	22	20.6	10	9.3	70	92.1	6	7.8	3	3.8	51	82.3	8	12.9	3	4.8
3. Number of years dropped out	77	70.6	21	19.3	11	10.1	57	71.3	12	15.0	11	13.7	48	77.4	11	17.7	3	4.9
4. Educational Background	91	82.7	15	13.6	4	3.6	72	91.1	5	6.3	2	2.5	66	95.7	2	2.9	1	1.4
5. Training Acquired	82	88.1	8	8.6	3	3.2	74	92.5	4	5.0	2	2.5	66	98.5	1	1.5	-	-

VII. HIGHLIGHTS OF THE FINDINGS AND THEIR IMPLICATIONS

A total of 9,091 drop-outs from all over the country took the Philippine Educational Placement Test. This number is quite large, considering the fact that information dissemination was purposely limited, due to financial constraints.

This number of out-of-school youth who participated in the Accreditation and Equivalency Programme, and the many more who expressed their desire to avail of the programme but could not be accommodated, is indicative of the need for further expanding the programme. This finding also makes us realize how large a quantum of potential manpower we had neglected and which could have been largely wasted if we continued to stick to the rigid and over-structured system of formal education. Flexibility of entry and re-entry to the "formal" system, therefore, is a very significant identified need.

The findings on the percentage of drop-outs at the secondary (59.62%), intermediate (35.25%) and primary (5.13%) levels point to the need to strengthen the hold of the formal schooling system, both in the elementary and in the secondary level. Since most of the reasons for dropping out at these levels were found to be economic, several implications can be derived from this:

Firstly, it cannot be denied that this factor has always been a reason for dropping out - and it will always be so until such time when economic stability is attained by the country. As such, this problem should be dealt with rationally. Government subsidized schools or increased financial assistance to students in the secondary and tertiary levels, is a very good solution. However, this solution also has financial implications - and hence it becomes quite unrealistic. Making education more relevant to specific needs of particular localities, especially in the rural areas, may be more feasible. As early as the *secondary level*, or maybe even in the *later years of the elementary level, education* should be geared more towards *preparation for a livelihood* ..... one that fits in the needs of the immediate locality. While authorities can prescribe the *curriculum* for each grade/year level, *flexibility in content and use of methodologies* should be allowed. In other words, the means of *developing basic/minimum skills* can be *diversified or varied* according to *specific needs*.

Appropriate skills must be prescribed and sought to be attained in every grade/year level so that when one drops out of the formal school system, he can make use of these, not only in continuing his education outside the formal school system, but also in making a day-to-day living. The curriculum, therefore, should include functional contents areas which will equip the student with the necessary foundation in meeting the increasing complexity of work and life.

Another implication would point to the need to strengthen the holding power of formal schooling system, especially in the secondary and even tertiary levels of education. When the students drop out at the higher grade or year level, they think of the possibility of finding some outside form of employment. However, after some years of being out of school, why do they think of going back to school again? Is it possible that during their absence from school, they have come to realize that they are so wanting in skills necessary for a livelihood? If so, this again reflects the inadequacy of the school to provide the skills so necessary in the battle for survival. Again, *relevance* of education is implied in order to strengthen the holding power of the formal system and to attract re-entry into it. While non-formal education can very well take over the problem of relevance, the formal *education* should also do its share.

While it is true that the school going ages of 11 - 25 constituted the larger number of PEPT examinees, the participation of a significant number - *20 per cent of examinees aged 26 - 50* (most of whom dropped out in high school) is worth some degree of analysis. The empirical data found in Table 7 lead us to speculate that the examinees whose ages were 26 and above took the test for reasons like job placement, promotion or accreditation. They could be the examinees who have had some working experiences or training but could not be formally credited for these because the educational system did not allow such a practice. Some could have been those who could not be promoted in their jobs because they were not conferred the high school diploma. The others may be those who are over age for high school and would now want to go on to college for a degree. With the institution of the accreditation and equivalency scheme, work experience, training and the like, whether acquired formally or non-formally would be given due *recognition and credit*. As such, on the basis of the results of the PEPT, a school leaver may be considered a high school

graduate, may be promoted in his/her job after giving some credits to his work experience, or may be qualified for a job after taking the Philippine Educational Placement Test.

As an implication, this finding may point to the possibility of eventually utilizing the PEPT, especially its Performance Tests in making assessment of work experience, training and skills acquired formally or non-formally, not only for purposes of retrieving school-leavers, but also for ranking employees for promotion. Recruiting officers may also find this instrument handy when taking in new employees.

The participation of a significant number of 26 - 50 year old examinees may reflect on the needs of the bulk of our labour force whose ages usually fall within this age range. An in-depth study or a follow-up on them may lead to some findings that will somehow help identify the needs of this particular group of workers. Grouping them into urban or rural workers may show differences in skills possessed or skills they are in need of. This is very important because we believe that much of the country's growth potential lie on these particular group of workers and further, that it would be difficult to resolve the country's employment and distributive problems without considering their lot.

Empirical data on the PEPT seems to show that even during the absence from school, some kind of learning took place without the guidance of a teacher or the use of a prescribed curriculum - a kind of learning that somehow enabled them to keep up intellectually with their growth in age and size. (This finding will be further validated when their performance in the grade or year level they were placed in is correlated with their PEPT results). As such, it is not always safe to label an individual or a group of individuals who dropped out, say for instance, in Grade IV as Grade IV per se in educational level. It is very possible that their work experiences, non-formal training undergone or informal learning acquired during the period may have improved their educational/intellectual level.

The programme has further revealed that the examinees came out to be inadequate in several abilities and skills such as drawing inferences, conceptualization, deduction, interpretation of pictographs and mathematical operations involving fractions. These, and such other elements, point to the gap between the expected and the actual performance and thus to their learning needs. These findings also by implication suggest that some of

our students are not acquiring what they are supposed to acquire from our schools and other media.

Their inadequacies on abilities involving higher levels of thinking point to the need to intensify the development of cognitive processes that require higher levels of thinking among students. Together with this, would be the need to develop the same skills among teachers because they are the primary promoters of the development of such abilities among students. In this regard, improving recruitment procedures for new members of the faculty of teacher-training institutions, intensifying faculty development programmes and improving admissions procedures for teacher aspirants in teacher training institutions should include non-cognitive measures.

Recommendation

Since the attempt done by the present study to identify learning needs was primarily focused on learning needs in terms of academic skills, it would be more interesting and more relevant to delve on learning needs in terms of work skills. A study making use of the Performance Test of the PEPT may be worth considering in the near future. Through these tests, work skills already possessed, as well as work skills needed by the examinees from different rural areas, may be identified. A knowledge of the skills possessed by the examinees may reflect on the skills being provided or developed by their respective communities and teaching learning situations and the skills they lack may provide the authorities with valuable information with the help of which programmes may be planned. In a like manner such information may give policy makers and curriculum developers an idea as to what curriculum content would be relevant for certain rural areas.

VIII. IMPACT IN THE CONTEXT OF THE PROGRAMME'S OBJECTIVES

Although it seems premature to discuss the impact of the programme in the context of its objectives, attempts will be made to do so in terms of available data and estimates of projections.

A. Extent of Distribution of Benefits

1. As far as the extent of distribution of benefits is concerned during the first year of implementation, out of the five million out-of-school youth population, only about ten thousand school-leavers were accommodated, due to resource constraints. It may be pertinent to mention that the school-leavers do not pay any testing fee to enable them to take the said tests. Based on the data on

school-leavers, projections reveal that the beneficiaries that will be served in the next five years may be as follows, depending on the availability of funds:

1978	10,000
1979	80,000
1980	200,000
1981	300,000
1982	400,000
1983	500,000

It may be pertinent to mention at this juncture that about 23,000 school-leavers only were served during school year 1979 - 80, due to the meager resources.

2. Democratizing education by adopting a flexible system of re-entry to the educational systems and providing appropriate training to those who desire some training.

With the implementation of the Accreditation and Equivalency Programme, some degree of democratization in education is being achieved. This claim is supported by the fact that of the 9,091 school-leavers who participated in the PEPT, about 5,000 were admitted and are being admitted into the formal school system. Most of them entered school in the middle of the school year. With the use of the certification issued upon release of the results of the test, some of them were also allowed to participate in non-formal training programmes and apprenticeship programmes of the government as well as some private industries.

3. Contributing to economic stability by increasing opportunities for employment. Directly or indirectly, the programme is contributing to economic stability by providing more skilled manpower for commerce and industry. Through the PEPT some unemployed out-of-school youth could avail themselves of job training facilities, others could find some suitable employment upon receipt of their certification that they met the basic requirements for secondary education. Increased manpower means more people to employ and more people who are employed means more people whose economic conditions are improved.

B. Effects on the Clientele (School-leavers)

1. The development of the youth served will be maximized at all levels of maturity and in all sectors of society.

2. The quality of life of the clients will be improved by returning to the formal stream of education and/or by making possible their acquisition of necessary skills in the non-formal setting.

3. More individuals will be engaged in occupations and more workers will enjoy job satisfaction.

4. Waste of time, effort and financial resources is prevented by placing individuals in the positions or conditions where they are most fitted and where they would prove to be most effective.

C. Effects of the Project on other Sectors/Units/Agencies

With the implementation of the programme, it is assumed that:

1. Wastage of time, effort and resources is minimized through more speedy and accurate identification of labour potentials.

2. A skill bank be developed or established from which to draw needed skilled manpower.

3. Closer collaboration between education, business and industry.

The Philippines is one of the Asian countries exerting initial efforts to concretize the concept that human resources should be optimized at all levels of maturity and social rank. She attempts at ensuring democratization of educational opportunities through the non-formal avenues and draws strength from its positive attack on the countryside or rural areas which may be considered the treasure of manpower.

From the Philippines' pioneering experience of evaluating and accrediting non-formal education with special reference to rural development, a dent is made towards the presentation of some information on a problem that could easily pass as a learning need - the recognition of potentials of school-leavers or drop-outs and the accreditation of work experiences acquired outside of the formal school system. With these as a springboard, out-of-school youth and adults are afforded an array of future chances to enter the formal educational system and improved possibilities in the world of work. The fruits of this primordial endeavour will hopefully serve to pave the way for a deeper consciousness and a more laudible achievement of the basic priorities in the development of the total man in the total society.

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IX. FUTURE PLANS

As in any other organized and systematic programme, after the implementation, an evaluation study on a national level will follow with the

following objectives:

A. General

The general objective of the evaluation study is to determine the effectiveness of the Accreditation and Equivalency Programme in:

1. retrieving the target population, the school-leavers
2. accrediting and validating academic performance and work experience of school-leavers for the following purposes:
   2.1 entry into the formal school system
   2.2 entry into job training programme
   2.3 employment
   2.4 self-fulfillment

B. Specific

1. to determine from the number of school-leavers who avail of the programme during the first, second and third year of implementation, the proportion that:
   1.1 is retrieved into the formal school system
   1.2 makes use of the test results for entry into job training
   1.3 makes use of test results for employment
   1.4 makes use of test results for job promotion
   1.5 derives self-fulfillment for having *"attained"* a certain grade or year level
2. To make a follow-up study on those who will be accredited in order to determine, after three years of the implementation of the Accreditation and Equivalency Programme (1981), what per cent of those who:
   2.1 go back to the formal school system are able to finish the elementary, secondary, or tertiary level
   2.2 undergo training for certain jobs, are able to complete training and find employment
   2.3 seek employment are able to find one
3. To determine further the effectiveness of the Educational Placement Tests as a tool for assessing the school leavers' academic and work experience in order that they will be properly placed in:
   3.1 their appropriate grade/year levels
   3.2 different kinds of job training programmes based on their own aptitudes, general knowledge and skills

3.3 different kinds of jobs according to their own personal experience and background

4. To evaluate the extent to which the programme has been implemented successfully in regard to:

4.1 personnel involved

4.2 programming of activities which include test administration, scoring, decision-making, etc.

4.3 problems encountered

Design of the Study

Subjects: This study will involve two groups of subjects:

1. The target population whose ages may range from 10 to 50 years of age, or even more in exceptional cases. This group includes those who dropped out of school and intermittently enrolled but did not finish any grade or year, those who dropped out of school for three years or more, those who have not gone to school at all, and those who are presently enrolled but are over age for their particular grade/year level.

This group, called "*school-leavers*", will be recruited for accreditation through the machinery of the Ministry of Education and Culture in the 13 regions throughout the country. Since the AEP is one of the programme thrusts of this Ministry, preference will be given to the recruitment of this group in jobs.

2. The personnel who will be involved make up the second group of subjects, which includes the following:

2.1 administrative and testing personnel

2.2 teachers of those who will go back to the formal school system

2.3 trainers of those who will avail themselves of training programmes

2.4 employers of those who will be able to find jobs

2.5 school/community officials and other concerned citizens who may have a hand in supporting the programme

Instruments: Evaluation instruments to be developed and validated are as follows:

1. questionnaires - six sets of questionnaires for the six types of prospective respondents described under "Subjects".
2. interview schedules to complement and/or supplement data yielded by the questionnaires
3. checklists to be used in recording observations

4. inventories also to be used in recording observations
5. other tools that may be necessary

Procedure for gathering data: Educational researchers from the National Educational Testing Centre will go out to the field to administer the questionnaires and conduct the interviews. This procedure will ensure that all questionnaires will be returned. The other groups of personnel who will be involved in the programme will be provided with checklists, inventories, and other tools developed purposely for their own use.

Treatment of Data: The data gathered from the different sources will be treated as follows:

1. Subjects making up the target population will be categorized on the basis of:
   1.1 age and sex
   1.2 educational attainment, i.e. the grade/year level they dropped out of school
   1.3 socio-economic status
   1.4 location of residence
   1.5 plans and aspirations
   1.6 other variables deemed necessary
2. Subjects making up the second group will likewise be categorized on the basis of:
   2.1 age and sex
   2.2 educational qualifications
   2.3 position held or occupation
   2.4 other variables deemed necessary
3. Statistical procedures to be employed will include:
   3.1 measures of central tendency
   3.2 percentages
   3.3 chi square
   3.4 analysis of variance
   3.5 regression analysis
   3.6 factorial design

Use of Results: The results of this evaluation study will be utilized in relation to:

1. further implementation of the programme - if the programme will be continued, the results will point out what aspects of the programme have to be improved.

2. policy making - the results will serve as guide to people who make the decisions relevant to the direction the government should take in the attainment of national goals with respect to manpower training in agriculture, trade, and industry, as well as in other technical and vocational fields.
3. curriculum development - in line with the countryside development programme of the government, the results will serve as a guide to determine what courses and programmes will be introduced in the curriculum, considering local needs, problems, and resources of each region.

Time element involved: This evaluation study will be done on a staggered basis in order to allow enough time for those who are retrieved back to the formal school system to complete the elementary, secondary, or collegiate level as the case may be; or those who take up short-term courses along the technical-vocational areas or undertake training programmes, to be absorbed by agriculture, industry, trade, etc. Yearly evaluation will be done and data on the various groups who avail of the programme will be kept up-to-date. An overall evaluation will be done towards the end of the third year and a total evaluation programme, after five years.

Tentatively, the study has been divided into three phases:

Phase I - 1979 to 1980, will be focused on the evaluation of the academic and performance aspects.

Phase II - 1980 to 1981, will be focused on both the academic and performance aspects.

Phase III - 1981 to 1982, will be focused on both the academic and work experience aspects.

APPENDIX A

LEARNING CONTINUUM IN LANGUAGE

	K	I	II	III	IV	V	VI	1	II	III	IV
I. Acquire basic listening and speaking skills											
A. Produce the sounds of English correctly											
1. recognize the critical vowel and consonant sounds		x	-	-	-	-	-	-	-	-	-
2. discriminate between sounds to show differences in meaning (e.g. pan-fan; pig-fig; etc.)		x	-	-	-	-	-	-	-	-	-
3. use the basic intonation patterns of English appropriately		x	-	-	-	-	-	-	-	-	-
4. distinguish changes in meaning through intonation stress, rhythm and junction		x	-	-	-	-	-	-	-	-	-
5. pronounce correctly											
(a) words having various symbolization for the same sound (e.g./sh/sicitich)					x	-	x	-	-	-	-
(b) words having syllabic consonants (e.g. wouldn't, bottle, mountain					x	-	-	-	-	-	-
(c) past endings of verbs (talk-talked)						x	-	-	-	-	-
(d) the s ending of verbs and nouns			x	-	-	-	-	-	-	-	-
(e) etc.											
B. Participate in communication activities											
1. give one's personal history and ask and answer questions on same	x	-	-	-	-	-	-	-	-	-	-

	K	I	II	III	IV	V	VI	I	II	III	IV
2. acknowledge and return greetings and leave takings	x	-	-	-	-	-	-	-	-	-	-
3. use appropriate expressions in making permissions and apologies	x	-	-	-	-	-	-	-	-	-	-
4. name objects in the classroom, personal belongings, etc.	x	-	-	-	-	-	-	-	-	-	-
5. recite rhymes and short poems from memory	x	-	-	-	-	-	-	-	-	-	-
6. follow directions		x	-	-	-	-	-	-	-	-	-
7. give clear and precise directions			x	-	-	-	-	-	-	-	-
8. answer and make calls on the telephone			x	-	-	-	-	-	-	-	-
9. take and relay telephone message					x	-	-	-	-	-	-
10. comprehend stories, radio announcement, news report and other messages listened to				x	-	-	-	-	-	-	-
11. speak before an audience on various topics using appropriate structure and vocabulary						x	-	-	-	-	-
12. retell stories heard or read to him	x	-	-	-	-	-	-	-	-	-	-
13. tell stories of varying lengths on topics of interest to himself						x	-	-	-	-	-
14. summarize in a few related sentences personal experiences, news-reports, stories, broadcasts, announcements, etc.						x	-	-	-	-	-
15. act out simple rhymes and dialogues	x	-	-	-	-	-	-	-	-	-	-
16. make simple reports		x	-	-	-	-	-	-	-	-	-
17. converse easily with others in sharing and exchanging experiences in hobbies, holidays, week-end activities, scouting, etc.					x	-	-	-	-	-	-
18. make simple and accurate explanations, descriptions, announcements (e.g. announcement of a boy scout's meetings)						x	-	-	-	-	-

	K	I	II	III	IV	V	VI	I	II	III	IV
II. Acquire skills in the use of the grammatical structures and idiomatic expressions for communications											
1. recognize that the sentence is the basic unit of expressing thought							x	- -	- -	- -	- -
2. recognize the basic parts of a sentence - the subject and the predicate						x	- -	- -	- -	- -	- -
3. use the kinds of sentences classified according to function - declarative, interrogative, imperative, exclamatory							x	- -	- -	- -	- -
4. recognize word order as a cue to grammatical structure					x	- -	x	- -	- -	- -	- -
5. ask questions answerable by yes/no beginning question words		x	- -	- -	- -	- -	- -	- -	- -	- -	- -
6. use long and short form answers to questions		x	- -	- -	- -	- -	- -	- -	- -	- -	- -
7. recognize natural and inversed sentences											
B. The Basic Sentence Patterns											
1. use the appropriate basic sentence pattern in a communication situation							x	- -	- -	- -	- -
2. transform the basic sentence patterns into their negative and interrogative forms							x	- -	- -	- -	- -
3. discover the internal structure underlying each of the basic sentence patterns											

	K	I	II	III	IV	V	VI	I	II	III	IV
C. 1. The Subject											
a. Identify the parts of speech that can fill subject positions:											
1. mass and count nouns					x						
2. pronouns					x						
3. demonstratives		x			x						
4. adjectives					x						
b. Use verbals as subject - e.g. swimming, to see							x				
c. Recognize that the subject is a single word or word with modifiers							x				
2. The Predicate											
a. Recognize that the predicate is made up of a verb or verb phase with modifiers							x				
b. Recognize the final d, ed sounds in a word as forms of the predicate					x		x				
c. Recognize the use of expletives as predicate signalling device					x						
d. Use special verbs											
D. Agreement of Subject and Predicate											
1. Use the singular predicate with											
a. Singular count noun subject							x				
b. Singular pronoun subject				x							
c. Singular count number				x							
d. Collective noun taken as a unit							x				
e. Mass nouns					x						
f. Subject that are plural in form but singular in meaning							x				
g. indefinite pronouns like each, everybody, etc.					x						
h. the number of					x						
2. Use plural predicate with											
a. Plural count noun							x				
b. Nouns used in general sense e.g. Trees are important							x				
c. Plural pronoun subjects				x							

	K	1	II	III	IV	V	VI	I	II	III	IV
d. Two or more subjects joined by and			x								
e. Collective nouns when the individual person is considered							x				
f. adjective forms used as subjects							x				
g. a number of					x						
3. Show agreement in											
a. subjects that follow the verbs							x				
b. compound subjects joined by or nor, and by, as well as, in addition to					x						
c. fractions or parts						x					
d. the use of all, either, neither, both											
e. the subject of Be											
f. nouns with singular and plural meaning				x							
E. The Tenses											
1. The Simple Tenses											
a. use the simple present and the present continuous tense			x								
b. use the present continuous and the past continuous			x								
c. compare the simple present with the present continuous tense											
d. use the simple present and the simple past			x								
e. use theused-to past and the simple							x				
f. use past forms of regular and irregular verbs							x				
g. use the simple future with will + present form											
h. recognize time expressions to be used with simple future						x					
i. recognize time expressions used with everyday present or simple present											
j. use other ways of expressing future time											
k. use verbs without continuousform											

	K	I	II	III	IV	V	VI	I	II	III	IV
2. The Perfect Tense											
a. recognize expressions used with present perfect tense							x	-	-	-	-
b. compare the present perfect with the simple past							x	-	-	-	-
c. recognize structure of the perfect with the simple past							x	-	-	-	-
d. use the present perfect tense vs. present							x	-	-	-	-
e. used the past perfect tense vs. past tense e.g. The bell had rung when I came in											
f. compare past perfect tense vs. the past tense											
3. Use the passive voice											
4. Use simple models											
a. expressing ability permission											
b. expressing possibility willingness, preference											
c. necessity obligation, probability expectance											
5. Use conditionals and wishes											
a. expressing facts vs. expressing conditions											
b. conditional sentences											
c. time expressed in condition clauses											
d. expressing wishes											
6. Using verbals											
a. verbals vs. verbals											
b. forms of verbals											
c. infinitives as noun adjectives, adverbs											
F. Basic Sentences Pattern Expansion											
1. Use structures of modification to expand the subject/object of the basic patterns with											
a. Modifiers of the subject											

	K	I	II	III	IV	V	VI	I	II	III	IV
1) Forms of adjectival modifiers - word, phrase and clauses							x - - - - - - - - -				
2) Position of word, phrases and clause in relation to word modified							x - - - - - - - - -				
3) Order of word modifiers (if more than one before the word modified							x - - - - - - - - -				
4) The comparative and superlative forms of adjectives											
5) Different types of adjective modifiers quality adjectives, demonstrative determiners, ordinals, etc.											
G. b. Nominal expansions											
c. Verb expansions											
d. Movable adverbial modifiers											
e. Modifiers of the predicate											
1. Forms of adverbial modifiers -word, phrase, clause											
2. Position of the word, phrase and clause modifiers in relation to the word modified											
3. Types of adverbial modifiers - frequency manner, time, location											
4. Order of adverbial modifiers when more than one is used in a sentence											
f. Using the articles											
2. Use accordination and subordination structures to expand basic sentences											
a. types ofcomplements - complements ofthe subject and complements of theverb											
b. kinds of complements - subjective, direct object, indirect object											
c. case of object pronouns											
d. agreement of object pronouns with antecedent											

	K	I	II	III	IV	V	VI	I	II	III	IV
3. Use coordination and subordination structures to expand basic sentences											
a. The most frequently used coordinators and their meanings											
b. The most frequently used subordinators											
c. Compound and complex sentence											
G. Idiomatic Expressions											
1. Two-word verbs - e.g. out off back up, carry out, carry on think out, call up, called in, think over, go through, given up, turn up, see through							x				
2. Prepositional phrases and e.g. born in, angry with, complain about, preside over comparewith, absent from wait for, agree to, etc.			x								
3. Transition words- e.g. therefore, on the contrary, inspite of, nevertheless							x				
							x				
4. Phrase l combirations- e.g. when it was raining, near thedoor, etc.					x						
5. Commonly misused words e.g. bring, sit vs. seat lend, borrow, lie - lay, too-to					x						
5. Expressions used intelling about activities in the community or and projects						x					
H. 1.Use Direct andIndirect Speech							x				
a. when to use direct speech							x				
b. punctuatingthe direct speech							x				
c. the form of the direct speech							x				
d. reporting imperative-orders and request							x				
e. reporting statements					x						
f. reporting suggestions					x						
g. reporting conversation, interactions exclamation											

	K	I	II	III	IV	V	VI	I	II	III	IV
III. Writing Skills											
A. Mechanics											
1. Write one's name, school, date and subject headings correctly		x	-	-	-	-	-	-	-	-	-
2. Capitalize names, titles, addresses, months, days, holidays, etc.			x	-	-	-	-	-	-	-	-
3. Proper punctuation marks				x	-	-	-	-	-	-	-
4. Write commonly used abbreviations and contractions				x	-	-	-	-	-	-	-
5. indent the paragraph				x	-	-	-	-	-	-	-
6. Divide words correctly at the end of the line					x	-	-	-	-	-	-
7. Observe the proper format of letters and social notes				x	-	-	-	-	-	-	-
8. Spell correctly all the words one uses in a composition					x	-	-	-	-	-	-
B. Composition Writing											
1. Paragraph Development											
a. Write catchy and interesting titles for composition					x	-	-	-	-	-	-
b. Construct a simple outline as a frame work for better organization						x	-	-	-	-	-
c. write an interesting topic sentence and its supporting details						x	-	-	-	-	-
d. write effective beginning and concluding sentences					x	-	-	-	-	-	-
e. show relations of ideas within and between paragraph						x	-	-	-	-	-

	K	I	II	III	IV	V	VI	I	II	III	IV
f. write paragraphs that are based on unity, coherence and emphasis						x	- -	- -	- -	- -	- -
g. write effective beginning and ending paragraphs							x	- -	- -	- -	- -
h. present ideas logically, clearly and in a convincing manner							x	- -	- -	- -	- -
2. Vocabulary Development											
a. build a rich vocabulary to express ideas and reactions to thing heard and seen		x	- -	- -	- -	- -	- -	- -	- -	- -	- -
b. use the appropriate shade of meaningof words to express accurately one's ideas						x	- -	- -	- -	- -	- -
3. Types ofCompositions											
a. write letters for various purposes											
b. write directions and instructions											
c. write the minutes of the meeting											
d. write simple summaries											
e. write simple reports, news reports, book and movies reviews											
f. write different types of discourse - exposition, description, narration, and argumentation											
g. write a term paper on current topics or on subjects of interest to the writer											
1. gather facts and strike out irrelevant materials											
2. delimit the topics for a research paper											

APPENDIX B

Learning Continuum for Work Education and Practical Arts Courses

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level							
			III	IV	V	VI	1st	2nd	3rd	4th
A. Economy of the Community	1. Understand the ultimate goal of the New Society	1. State the ultimate goal of the New Society	- -	- -	- -	- -	- -	- -	- -	- - →
		1.2 State the national development goals	- -	- -	- -	- -	- -	- -	- -	- - →
		1.3 Explain the ultimate goal of the new society , the national development goals					- -	- -	- -	- - →
		1.4 Describe the development plans of your community, town/ city, province or region					- -	- -	- -	- - →
		1.5 Explain how the regional, provincial, town, city or community development plans are related to the national development goals					- -	- -	- -	- - →
		1.6 Show ways by which one can possibly contribute to the economic development of the community and the country as a whole					- -	- -	- -	- - →
	2. Describe the economic life ofthe community	2.1 Identify the most common occupations in the community	- -	- -	- -	- -	- -	- -	- -	- - →

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level							
			III	IV	V	VI	1st	2nd	3rd	4th
		2.2 Name the industries found in the community	-	-	-	-	-	-	-	→
		2.3 Determine the industries which employ the most people	-	-	-	-	-	-	-	→
		2.4 Enumerate the important products of the community	-	-	-	-	-	-	-	→
		2.5 Describe the employment opportunities in the community					-	-	-	→
	3. Be familiar with the resources of the community	3.1 List down resources found in the community	-	-	-	-	-	-	-	→
		3.2 Identify resources used by the people	-	-	-	-	-	-	-	→
		3.3 Tell how the other resources may be utilized for new industries			-	-	-	-	-	→
	4. Understand why the harmonious family living contribute to the economy and stability of the family, and the community	4.1 Name ways by which family members can contribute to the stability and economy of the family and the community	-	-	-	-	-	-	-	→

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level							
			III	IV	V	VI	1st	2nd	3rd	4th
		4.2 Identify the home duties and other responsibilities of parents, children and other members of the family	- -	- -	- -	- -	- -	- -	- -	→
		4.3 Tell how sharing in household tasks and other responsibilities contribute to the economy and stability of the family	- -	- -	- -	- -	- -	- -	- -	→
		4.4 Name some worthwhile activities family members can engage in to augment the family income	- -	- -	- -	- -	- -	- -	- -	→
		4.5 Perform task of sharing household task augmenting the family income	- -	- -	- -	- -	- -	- -	- -	→
		4.6 Identify personal qualities necessary for harmonious relationship with members of the family and the community	- -	- -	- -	- -	- -	- -	- -	→
		4.7 Describe way by which these qualities may be acquired	- -	- -	- -	- -	- -	- -	- -	→
		4.8 Explain how harmonious family living can contribute to the stability and economy of the family	- -	- -	- -	- -	- -	- -	- -	→
		4.9 Show how these qualities are manifested	- -	- -	- -	- -	- -	- -	- -	→

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Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level							
			III	IV	V	VI	1st	2nd	3rd	4th
	5. Understand the relevance of the course to the world of work in the community	5.1 Relate the course to the occupations and industries in the community	- -	-	-	-	-	-	-	- →
		5.2 Explain how a study of the course can contribute to the world of work in the community	- -	-	-	-	-	-	-	- →
	6. Appreciate the importance of relating the course to the national development goals	6.1 Show willingness to learn a trade	- -	-	-	-	-	-	-	- →
		6.2 Manifest understanding of the duty of a citizen to be gainfully employed	- -	-	-	-	-	-	-	- →
B. Products/Projects Services	1. Know the product/project service outcomes of the course	1.1 Enumerate the products/projects/ services found in the community	- -	-	-	-	-	-	-	- →
		1.2 Identify the products/projects to be made and services to be rendered	- -	-	-	-	-	-	-	- →
		1.3 Relate the products/ projects/services to needs of the community	- -	-	-	-	-	-	-	- →
		1.4 Give the economic value of the products/projects services		-	-	-	-	-	-	- →
		1.5 Determine the products/projects/ services for local consumption and/or export					-	-	-	- →

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level							
			III	IV	V	VI	1st	2nd	3rd	4th
	2. Be able to design a product/project/ service	2.1 Identify the product/project service to be designated	-	-	-	-	-	-	-	→
		2.2 Explain the principles of design, such as: balance, emphasis, etc.			-	-	-	-	-	→
		2.3 Apply the principles of design on the product/ project			-	-	-	-	-	→
	3. Be able to construct a product/ project/ and render service	3.1 Enumerate the steps used in constructing the product/project/ and rendering service	-	-	-	-	-	-	-	→
		3.2 Describe each of the steps used	-	-	-	-	-	-	-	→
		3.3 Construct the product/project	-	-	-	-	-	-	-	→
	4. Evaluate finished product/ project/service	4.1 Give the criteria for evaluating the finished products/ projects/services	-	-	-	-	-	-	-	→
		4.2 Judge the finished product/project services using the set criteria	-	-	-	-	-	-	-	→
	5. Improve the products/project/ service	5.1 Identify defiencies in the product/project/service	-	-	-	-	-	-	-	→

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level							
			III	IV	V	VI	1st	2nd	3rd	4th
		5.2 Explain how the deficiencies may be eliminated/overcome	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
		5.3 Make necessary modifications or improvements	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
	6. Sell the product/project	6.1 Compute cost of product/project service	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
		6.2 Determine the selling price								
	7. Appreciate the value of making quality products/projects/ service	7.1 Show keen interest in the making	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
		7.2 Demonstrate belief in work well done	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
C. Materials/Supplies	1. Know the materials and supplies used	1.1 Identify materials/ supplies	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
		1.2 Define the terms/ materials and supplies	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
		1.3 Classify materials and supplies	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
		1.4 Give the uses of materials and supplies	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
		1.5 Give the characteristics/properties of materials and supplies	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
	2. Be familiar with the sources of materials/supplies	2.1 Enumerate the materials/ supplies available in the Community	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
		2.2 Identify where the materials/supplies can be found	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level							
			III	IV	V	VI	1st	2nd	3rd	4th
		2.3 Explain units of measures when referring to materials/supplies	- - -

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level
			III IV V VI 1st 2nd 3rd 4th
		6.2 Identify materials which need processing	- - - - - - - - - - - - - - - - →
		6.3 Prepare materials for processing	- - - - - - - - - - - - - - - - →
	7. Recycle materials	7.1 Enumerate available materials which can be recycled	- - - - - - - - - - - - - - - - →
		7.2 Name products which can be made out of this materials	- - - - - - - - - - - - - - - - →
		7.3 Describe ways of recycling materials	- - - - - - - - - - - - - - - - →
		7.4 Show interest in recycling materials	- - - - - - - - - - - - - - - - →
D. Tools/equipment	1. Distinguish tools, machines, and equipment	1.1 Define tools, machines	- - - - - - - - - - - - - - - - →
		1.2 Identify tools/machines/equipment	- - - - - - - - - - - - - - - - →
		1.3 Classify tools/machines/equipment	- - - - - - - - - - - - - - - - →
		1.4 Show the uses of tools/machines/equipment	- - - - - - - - - - - - - - - - →
	2. Knowledge parts of tools/machines/equipment	2.1 Identify the parts of a particular tool/machine equipment	- - - - - - - - - - - - - - - - →
		2.2 Explain the uses of each part	- - - - - - - - - - - - - - - - →
		2.3 Disassemble and reassemble the tool/machine/equipment	- - - - - - - - - - - - - - - - →
	3. Select tools/machines equipment needed fora particular job	3.1 Identify the material on which the tool/machine/equipment is to be used	- - - - - - - - - - - - - - - - →

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level
			III IV V VI 1st 2nd 3rd 4th
		3.2 Determine the process to which the tool/machine/ equipment is to be used	- - - - - - - - - - - - - - - - - - →
		3.3 Select appropriate tool/ machine/equipment for the job	- - - - - - - - - - - - - - - - - - →
	4. Select the tools/machines equipment	4.1 Show ways of keeping tools/ machines/equipment safe	- - - - - - - - - - - - - - - - - - →
		4.2 Describe ways to keep tools/ machines/equipment safe	- - - - - - - - - - - - - →
		4.3 Show concern for the safety of tools/machines/equipment	- - - - - - - - - - - - - - - - - →
	5. Maintain and repair tools/ machines/equipment	5.1 Show ways how tools/machines/equipment are maintained	- - - - - - - - - - - - - - - - - - →
		5.2 Explain ways of maintaining tools/machines equipment	- - - - - - - - - - - - - - →
		5.3 Follow instructions on the proper care and maintenance of tools/machines/ equipment	- - - - - - - - - - - - - - →
		5.4 Do minor repairs/adjustments/ on tools/machines/ equipment	- - - - - - - - - - - - - - →
	6. Use improvised tools/ machines/equipment	6.1 Name tools/machines equipment	- - - - - - - - - - - - - - - - - - →
		6.2 Make improvised tools/ machines/equipment	- - - - - - - - - - - - - - →
E. Safety Practices	1. Know safety rules and practices	1.1 Tell reasons why safety practices should be followed	- - - - - - - - - - - - - - - - - - →

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level
			III IV V VI 1st 2nd 3rd 4th
		1.2 Name safety practices and precautions	- - -

Concepts	Intermediate Objectives	Immediate Objectives	Grade/Year Level							
			III	IV	V	VI	1st	2nd	3rd	4th
	3. Make project plans	3.1 Name the parts of a project plan	- - -

APPENDIX C.

CHECKLIST OF WORK EXPERIENCES

(only a sample out of 482 examples in the checklist)

INSTRUCTIONS: Please put a check mark (✓) on the column "CHECK HERE" opposite the work occupation you have experienced. Write the length of time of your experience in each work/occupation you have checked.

Serial No. Original	Work Experience	Check Here	Length of Experience
1	Abaca rope maker		
19	Bamboo furniture maker		
38	Brick layer		
49	Candle maker		
58	Chamber maid		
72	Compost maker		
106	Farm hand labourer		
220	Fish hatchery aide		
242	Garage man		
250	Gate keeper		
291	Leaking roof repairer		
295	Machine oiler		
299	Mason		
311	Meter reader		
332	Gyester culturist aide		
382	Salt collector (salt-bed)		
400	Septic tank excavator		
421	Stone and metal engraver		
455	Varnisher		
468	Weeder		
471	Wheel aligner		
477	Wood turner		
482	Wrapper		

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